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ABSTRACT

Information is presented for New York State colleges and universities regarding the format that institutional progress reports should take, and about questions and data requests that were designed to encourage self-examination by institutions. The information should guide each institution as it reviews its own 1980 master plan to show how institutional endeavors have corresponded with statewide goals, as identified in the Regents 1980 Statewide Plan. Institutions are asked to provide updated information on any significant changes in projections since 1980, and to respond to questions about activities that can help them progress toward the goals and objectives. Forms are presented for the following progress reports for the institution's master plan: profile of planned programs of study; fall degree credit enrollment by degree level and type of attendance, 1981-88; institutional faculty by type of employment and tenure status, 1981-88; annual current funds revenues, by source; annual current funds expenditures and mandatory transfer; basic student charges; actual and projected facilities requirements. For each of the following 10 questions or topics a statement is presented of the issues as related to the goal and objectives in the plan: communication skills, quantitative skills, student retention, measurable standards for missions, libraries, teacher preparation, articulation, cooperation with business and labor, cost-effectiveness, and interinstitutional cooperation. Recommendations to the Regents and the following appendices are included: Regents goals, objectives, and activities in the 1980 statewide plan; and planning data. (SW)

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THE BULLETIN
OF THE
REGENTS 1982 PROGRESS REPORT
ON THE
1980 STATEWIDE PLAN FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230
October, 1981

HE 014 906

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University (with years when terms expire)

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PREFACE

The Regents 1980 Statewide Plan is a document that can help guide higher education through the decade ahead. The goals and objectives are stated in broad terms allowing for institutional flexibility and changes of circumstance. In the 1982 Progress Report, as well as by other means, the Regents and the educational community must continue a process of constructive dialogue that can help each institution achieve maximum effectiveness within the goals and objectives set forth in the Regents 1980 Plan.

The Regents 1982 Progress Report Bulletin is intended to serve as a guide to institutions as they evaluate their individual progress. It will suggest the format that institutional progress reports should take and serve as a vehicle for conveying information to aid institutions in planning. This document will guide each institution as it reviews its own 1980 master plan to show how institutional endeavors have meshed with statewide goals.

Institutions are asked to provide two kinds of information in their progress reports. The first is an update on any significant changes in projections since 1980. The second will consist of answers to a brief series of questions that relate to some of the activities mentioned in the 1980 Plan. These activities are only examples of the kinds of activities that can stimulate progress towards the desired goals and objectives. Each sector has also been asked to provide its own list of measurable activities.

The amount of data that will be asked for the 1982 Progress Report will be kept to a minimum. The information requested will not overlap with planning information that is already available as part of the HEDS and HEGIS reporting schedules. The data that is provided becomes the basis for statewide policy and is used as background for reports and policy papers that can be shared with the field through clearinghouses, seminars, and publications.

Institutions already have taken many initiatives in the direction of the Regents goals. It has long been the business of our colleges and universities to aim for these same goals. Some of the questions in the Bulletin solicit summaries of constructive approaches and ideas institutions are employing that can provide the basis for a pooling of techniques and strategies to serve all of higher education.

The Bulletin provides as well as requests information. Background information developed through the research efforts of the Department is being provided along with a status report on the Department's initiatives in the direction of the Plan.

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INTRODUCTION

New York possesses a rich and diverse system of colleges and universities. In recognition of the importance of these resources to the social and economic well-being of its people, New York State has provided a strong support system, sponsoring financial aid both in the form of assistance to students and assistance to institutions. Strategic planning is essential to preserve the strength of post-secondary education in New York and to assure the continuation of a well-balanced, effective, and cost-efficient system. Such considerations motivated the Legislature in 1961 to mandate an integrated system of planning which requires that degree-granting institutions submit institutional master plans to the Regents every four years. These long-range planning efforts are combined into a Statewide Plan as required in Section 237 of Education Law. According to Section 237:

Master planning for higher education in New York State should:

a. *Define and differentiate the missions and objectives of higher education.*

b. *Identify the needs, problems, societal conditions and interests of the citizens of the state of New York to which programs of higher education may most appropriately be addressed.*

c. *Define and differentiate the missions and objectives of the institutions of higher education.*

d. *Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:*
   (1) Setting goals.
   (2) Describing the time required to meet those goals.
   (3) Identifying the resources needed to achieve the goals.
   (4) Establishing priorities.

e. *Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.*

f. *Optimize the use of resources.*

g. *Evaluate program effectiveness.*

Since the enactment of this legislation, each institution has been required to submit a plan to the Regents. The State University of New York and The City University of New York each prepares, centrally, a single master plan that embraces all its campuses. The independent institutions submit their plans individually; they are consolidated into an overall plan by the Commission on Independent Colleges and Universities. Relying upon this broad effort, and keeping statewide needs and priorities in mind, the Regents develop the Statewide Plan.

The Regents 1980 Statewide Plan for the Development of Postsecondary Education

The Regents 1980 Statewide Plan sets forth four basic goals which are to guide higher education through the decade ahead: Excellence, Access, Diversity,

and the Effective Use of Resources. To achieve these goals, the Plan identifies 13 concrete objectives, pointing the direction for the next decade and setting standards for the measurement of progress in the designated directions. The objectives serve as guideposts for the activities named in the Plan, as well as for activities provided by the sectors. Each sector has provided a list of the activities it will undertake, and the measures it will use to determine progress in carrying out its Master Plan, as approved and incorporated into the Statewide Plan. Those lists, together with the activities listed in the Statewide Plan and the Regents goals and objectives, appear in Appendix A to this Bulletin. The principal significance is attached to progress toward the objectives, allowing for a great deal of flexibility in the specific form of activities.

The 1982 Progress Report

The 1980 Plan sets a foundation. Following through will require an ongoing collaborative effort on the part of the entire higher education community. To document that effort, the Regents Progress Report is published two years following the Statewide Plan. This legislatively mandated report requires that the Regents provide the Governor and the Legislature with a review of progress in implementing the Plan and of significant changes in higher education.

The Progress Report provides an opportunity to reexamine the 1980 Plan and measure progress towards its goals and objectives. Each institution is being asked to provide information that will indicate any significant areas of change in its own mission and to provide a limited amount of recent data needed to evaluate properly the progress of the 1980 Plan. The progress reports will also provide a vehicle by which institutions will be able to respond to the 1980 Plan, either by suggesting alternative approaches or strategies or by a description of the kinds of activities that will be needed in order for them to pursue the Regents goals.

The Bulletin

The Bulletin for the 1982 Progress Report outlines the general format that institutional progress reports should take, and requests specific information related to the Regents goals and objectives. Since not all of these questions are necessarily relevant to each type of institution, a response is necessary only when the particular question is applicable. If there are any significant areas of change in institutional mission, institutions are asked to provide information regarding these as well. Each institution is asked to participate as fully as possible in this process of structured dialogue. The Regents hope to assist in this process by providing institutions with an update on the progress of specific activities outlined in the 1980 Plan and by providing, wherever possible, a foundation of data and analyses.

PROCEDURES

Timetable

- On or before March 1, 1982: *All independent colleges that are members of the Commission on Independent Colleges and Universities* will submit two copies of their progress reports to the President of the Commission and two information copies to the Bureau of Postsecondary Planning, State Education Department, Cultural Education Center, Room 5B44, Governor Nelson A. Rockefeller Empire State Plaza, Albany, NY 12230. *All independent colleges and universities that are not members of the Commission on Independent Colleges and Universities* will submit two copies of their progress reports to the Deputy Commissioner for Higher and Professional Education, State Education Department, Cultural Education Center, Room 5B28, Governor Nelson A. Rockefeller Empire State Plaza, Albany, NY 12230. They are encouraged to send, voluntarily, two copies to the President of the Commission, as well. *All specialized institutions, not chartered as colleges, but which grant degrees in specific programs*, will submit two copies of their progress reports to the Deputy Commissioner for Higher and Professional Education.

- On or before June 1, 1982: *The Board of Trustees of the State University of New York and the Board of Trustees of The City University of New York* will each submit to the Regents a progress report covering the activities of all University programs and units with special reference to (a) matters of importance to the University in the implementation of its approved 1980 Master Plan, and a reassessment of the recommendations contained in the University's Master Plan as acted on by the Regents; (b) to the extent possible, progress in the specific activities in the University's September 1, 1981, list; and (c) progress made toward the Regents goals as measured by the questions contained in this bulletin. Campus-by-campus data, requested in the tables contained in this bulletin, will be made available as part of the progress report or separately submitted as supporting information at the option of each University. *The Commission on Independent Colleges and Universities* will summarize the reports received by the Commission and transmit them to the Regents as a single document. This document will show the progress that the independent colleges are making on (a) all matters of importance to the Commission in the implementation of its consolidated 1980 Master Plan, and a reassessment of the recommendations contained in the Commission's Master Plan as acted on by the Regents; (b) to the extent possible, progress in the activities in the Commission's September 1, 1981, list; and (c) the Regents goals as measured by the questions contained in this bulletin.

Each of these progress reports must be accompanied by a letter of transmittal from the chief executive officer of the institution.

Sector Aggregations

The State University of New York, The City University of New York, and the Commission on Independent Colleges and Universities will submit aggregated

responses for their respective sectors for each question in the bulletin. The groupings to be used by the three sectors are:

State University of New York
- Total University
  - University Centers
  - University Colleges
  - Health Sciences Centers
  - Specialized (including statutory) Colleges
- Sub-total, Four-Year State-Operated Campuses
  - Agricultural and Technical Colleges
- Sub-total, State-Operated Campuses
  - Community Colleges
- Sub-total, Two-Year Colleges (Agricultural and Technical Colleges and Community Colleges)

The City University of New York
- Total University
  - Graduate Center
  - Four-Year Senior Colleges
  - New York City Technical College
- Sub-total, Senior Colleges
  - Community Colleges
- Sub-total, Two-Year Colleges (Community Colleges and New York City Technical College)

Independent Institutions
- Total Independent Sector
  - Multiversities
  - Universities
  - College Complexes
  - Colleges
  - Specialized Colleges
  - Engineering and Technical Schools
  - Seminaries
  - Health Sciences Centers
- Sub-total, Four-Year Colleges
  - Nursing Schools
  - Other Two-Year Schools
- Sub-total, Two-Year Colleges

The composite progress reports and recommendations of the institutions and sectors, together with the Regents own assessments of progress and any amendments the Regents make to their own 1980 Statewide Plan, will form the Regents 1982 Progress Report. This Progress Report will be submitted to the Governor not later than November 1, 1982, as required by law.

CONTENT OF INSTITUTIONAL PROGRESS REPORTS

The progress report submitted by each institution may be divided into two parts. In Part I of its report, each institution will focus attention on its own master plan. In Part II, institutions are asked to relate their own efforts to the broader context of statewide concerns delineated in the Regents 1980 Statewide Plan.

Part I Progress on the Institution's Master Plan

In Part I, each institution should consider the progress it has made to reach the goals and objectives it outlined in its 1980 master plan. Each progress report also should discuss progress in carrying out the applicable sector activities. It is in this Part that each institution can replan in light of events that have occurred since it completed its 1980 master plan, and make any amendments, changes, or additions it finds to be warranted.

These revisions may include, but need not be limited to, any changes an institution desires to make in the following planning areas:

1. Mission, Goals, and Objectives. An institution may wish to reassess its mission, goals, and objectives, analyzing the unique character of the institution and what it can contribute to the overall education structure, the community, the State, and the nation. This analysis should take into account the problems that higher education is facing in the 1980's, such as changing student population, strained fiscal circumstances, inflation, tenured-in faculties, and changing needs of society.

2. Admission Policies. If an institution has altered its admission policy since its 1980 master plan, it should explain the reasons for the change and the effect this change has had on enrollment, quality of students, faculty workload, demands for facilities, and other areas.

3. Academic Programs. If an institution is considering the addition, deletion, or conversion of any academic program or is planning to offer any existing or new programs at an off-campus location, this information should be shared with the Regents in the institution's 1982 progress report. The fact that an institution mentions in its report that it is considering adding a program does not bind the institution to offer the program, but will be taken into account at the time Regents authorization, if needed, is proposed. Institutions should continue to submit to the Department in the usual way their requests for program registration, charter amendment, master plan amendment, and permission of the Regents if they decide formally to propose any new programs.

4. Facilities Construction and Utilization Plans. With fiscal constraints, deferred maintenance, the rapidly escalating costs of operating and maintaining facilities, and the high interest rates entailed in long-term financing, the Regents are increasingly concerned about insuring the prudent planning necessary to provide adequate and affordable facilities for the future. Where the institution's 1980 master plan included projections of significant changes in space available to institutions, the related fiscal implications in terms of debt service payments, operating costs, and sources of revenue should be provided. Any significant

changes in plans for facilities since the 1980 master plan, as well as plans that were being developed at the time of the original submission, should be submitted along with the previously mentioned fiscal information. Fiscal data should be in 1981 dollars.

Plans to significantly modify, renovate, rehabilitate, or "mothball" existing facilities should be discussed along with related fiscal implications.

5. Research. Where relevant, an institution may wish to reassess its research policies and capacities and to explain how research fits into its institutional program.

6. Public Service. With its defined mission and purpose, each institution has assumed a certain role and responsibility in the local community, the State, and the nation. An institution may wish to discuss changes or new directions in how its educational programs and purpose are integrated with the community's needs.

7. Sector Activities. Progress in carrying out applicable sector activities should be reviewed.

8. New Developments. Any other changes which an institution may have planned or implemented can be included here.

Each institution is invited to change, revise, or update the projections it made in its 1980 master plan, if it wishes to do so. Such revision is optional for each institution, but any changes to 1980 master plan projections must be reported on the appropriate table below (pp. 7-21). Those tables request the same elements that were requested in the Bulletin for the 1980 Statewide Plan, with the substitution of actual data for projections where appropriate. For institutions that do not request changes to projections, it will be assumed that the projections in their 1980 master plans still pertain.

TABLE 1: PROFILE OF PLANNED PROGRAMS OF STUDY

Institution _____

Preparer's Name _____

Preparer's Title _____

Preparer's Telephone No. _____

HEGIS CODE	HEGIS Name of Major Taxonomic Area	Line	Future Emphasis on Present Programs[1]			Future Programs by Highest Degree to be Awarded[2]			
						1981-1984		1984-1988	
			More	Less	Same	New Program(s) Planned	Highest Level Planned	New Program(s) Planned	Highest Level Planned
0100	Agric. & Natural Res.	01							
0200	Arch. & Env. Design	02							
0300	Area Studies	03							
0400	Biological Science	04							
0500	Bus. & Management	05							
0600	Communications	06							
0700	Computer & Infor. Sci.	07							
0800	Education	08							
0900	Engineering	09							
1000	Fine & Applied Arts	10							
1100	Foreign Languages	11							
1200	Health Professions	12							

[1] This is a check-off item for each major program area to indicate where an institution will place its program priorities in the future in terms of enrollment growth and increased resource commitments.

[2] A separate sheet should be attached to this schedule to indicate the names of the planned programs, by four-digit HEGIS code.

-continued on next page-

Institution _____

HEGIS CODE	HEGIS Name of Major Taxonomic Area	Line	Future Emphasis on Present Programs[1]			Future Programs by Highest Degree to be Awarded[2]			
						1981-1984		1984-1988	
			More	Less	Same	New Program(s) Planned	Highest Level Planned	New Program(s) Planned	Highest Level Planned
1300	Home Economics	13							
1400	Law	14							
1500	Letters	15							
1600	Library Science	16							
1700	Mathematics	17							
1800	Military Science	18							
1900	Physical Sciences	19							
2000	Psychology	20							
2100	Public Affairs & Serv.	21							
2200	Social Sciences	22							
2300	Theology	23							
4900	Interdisciplinary Studies	24							
5000	Bus. & Commerce Tech.	25							
5100	Data Processing Tech.	26							
5200	Health Serv. & Paramed. Tech.	27							
5300	Mechanical & Engin. Tech.	28							
5400	Natural Science Tech.	29							
5500	Public Serv. Related Tech.	30							
5900	Other Technologies	31							

[1] This is a check-off item for each major program area to indicate where an institution will place its program priorities in the future in terms of enrollment growth and increased resource commitments.

[2] A separate sheet should be attached to this schedule to indicate the names of the planned program, by four-digit HEGIS code.

TABLE 2: FALL DEGREE CREDIT ENROLLMENT BY DEGREE LEVEL AND TYPE OF ATTENDANCE, 1981-1988

Institution Name

Preparer's Name

Preparer's Title

Preparer's Telephone Number

Type and Level of Enrollment	Line	Fall 1981 Proj. A[1] 8101	Fall 1981 ACT[2] 8102	Fall 1982 Proj. A[1] 8201	Fall 1982 Rev. Proj. 8202	Fall 1984 Prog. A[1] 8401	Fall 1984 Rev. Proj. 8402	Fall 1988 Rev. Projs. low 8601	Fall 1988 Rev. Projs. high 8602	Fall 1988 Rev. Projs. low 8801	Fall 1988 Rev. Projs. high 8802
I. Total Enrollment (a+b+c)[3]	01										
Full-Time	02										
Part-Time	03										
a. Undergraduate	04										
Full-Time	05										
Part-Time	06										
b. Graduate	07										
Full-Time	08										
Part-Time	09										
c. First-Professional	10										
Full-Time	11										
Part-Time	12										
II. First-Time Freshmen	13										
Full-Time	14										
Part-Time	15										

NOTE: Use the definitions in forms NYSED-2.3 and NYSED-2.4 of the Higher Education Data System (HEDS).

[1]The original projections are to be those figures presented inthe institution's 1980 master plan.

[2]Actual data for 1981-82 must be that reported on NYSED-2.4 (Preliminary). Line numbers are indicated following the item.

[3]Total enrollment in line 1 must equal the sum of lines a, b and c.

Institution

Preparer's Name

Preparer's Title

Preparer's Telephone Number

TABLE 3

INSTITUTIONAL FACULTY BY TYPE OF EMPLOYMENT AND TENURE STATUS
1981-1988

Type of Faculty	Line	1981 ACTUAL	1984 PROJECTED	1988 PROJECTED
Total Instructional Faculty (A & B)[1]	01			
A. Total Full-Time	02			
1. Tenured	03			
2. Non-Tenured	04			
B. Total Part-Time	05			
1. Tenured	06			
2. Non-Tenured	07			

[1] "Total Instructional Faculty" means Total Faculty in Instructional Programs as reported on form NCES 2300-3, "Employees."

Actual 1981 must match that reported on form NCES 2300-3.

Line 01 must equal line 02 + line 05.
Line 02 must equal line 03 + line 04.
Line 05 must equal line 06 + line 07.

TABLE 4A: ANNUAL CURRENT FUNDS REVENUES, BY SOURCE
Actual 1980-81, Projected 1981-82
1984-85, 1988-89

Institution

Preparer's Name

Preparer's Title

Preparer's Telephone Number

Source:	Line	Actual[1] 1980-1981	Projected 1981-82	Projected 1984-85	Projected 1988-89
		8001	8101	8401	8801
1. Tuition and Fees	01				
2. Government appropriations[2]	02				
a. Federal	03				
b. State	04				
c. Local	05				
3. Government Grants and Contracts[3]	06				
a. Federal	07				
b. State	08				
c. Local	09				
4. Private Gifts, Grants, and Contracts	10				
5. Endowment Income	11				
6. Sales and Services of Educational Activities	12				
7. Sales and Services of Auxiliary Enterprises	13				
8. Sales and Services of Hospitals	14				
9. Other Services	15				
10. Independent Operations	16				
TOTAL[4]	17				

1. Actual data must match that reported on NCES 2300-4, "Financial Statistics of Institutions of Higher Education."
2. Line 02 must equal lines 03 + 04 + 05.
3. Line 06 must equal lines 07 + 08 + 09.
4. Line 17 must equal lines 01 + 02 + 06 + 10 + 11 + 12 + 13 + 14 + 15 + 16.

TABLE 4B: ANNUAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFER
Actual 1980-81, Projected 1981-82, 1984-85, 1988-89

Institution

Preparer's Name

Preparer's Title

Preparer's Telephone Number

Budget Function	Line	Actual[1] 1980-81	Projected 1981-82	Projected 1984-85	Projected 1988-89
		8001	8101	8401	8801
I. Educational and General					
A. Instruction	18				
B. Research	19				
C. Public Service	20				
D. Academic Support	21				
E. Student Services	22				
F. Institutional Support	23				
G. Operation and Maintenance of Plant	24				
H. Scholarships and Fellowships					
1. Awarded from Unrestricted Funds	25				
2. Awarded from Restricted Funds	26				
I. Educational and General Mandatory Transfers	27				
J. Total Educational and General and Mandatory Transfers[2]	28				
II. Auxilary Enterprises[3]	29				
III. Hospitals	30				
IV. Independent Operations	31				
TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS[4]	32				

1. Actual must match that reported on NCES 2300-4 "Financial Statistics of Institutions of Higher Education."
2. Line 28 must equal sum of lines 18-27.
3. Line 29 includes Auxiliary Enterprise Mandatory Transfers.
4. Line 32 must equal sum of lines 28-31.

TABLE 5: BASIC STUDENT CHARGES
Actual 1981, Projected Fall 1981, 1984, 1988

Institution

Preparer's Name

Preparer's Title

Preparer's Telephone Number

Type of Charge	Line No.	Actual 1981	Projected 1982	Projected 1984	Projected 1988
		8101	8201	8401	8801
A. Total Undergraduate Charges[1]	01				
1. Tuition[2]	02				
2. Required Fees	03				
3. Subtotal, Tuition & Fees[3,4]	04				
4. Room	05				
5. Board (incl. #meals/week)	06				
6. Subtotal, Room and Board[5]	07				
7. Other Charges	08				
B. Total Graduate Charges[1]	09				
1. Tuition[2]	10				
2. Required Fees	11				
3. Subtotal, Tuition and Fees[3,4]	12				
4. Room	13				
5. Board (incl. #meals/week)	14				
6. Subtotal, Room and Board[5]	15				
7. Other Charges	16				
C. Total First-Professional Charges[1,6]	17				
1. Tuition[2]	18				
2. Required Fees	19				
3. Subtotal, Tuition and Fees[4]	20				
4. Room	21				
5. Board (incl. #meals/week)	22				
6. Subtotal, Room and Board[5]	23				
7. Other Charges	24				

1. Line 01 equals lines 04 + 07 + 08; line 09 equals lines 12 + 15 + 16; line 17 equals lines 20 + 23 + 24.
2. Lines 02, 10, and 18 must be the tuition charge against which a Tuition Assistance Program (TAP) award is measured. If no full-time tuition charge exists, report tuition charge per semester hour or credit.
3. For Actual 1979, line 04 equals line 1 or line 2 in "Basic Student Charges," on form OE2300-1, "Institutional Characteristics of Colleges and Universities," and line 12 equals line 4 or line 5 on that form.
4. Line 04 equals lines 02 + 03; line 12 equals lines 10 + 11; line 20 equals lines 18 + 19.
5. Line 07 equals lines 05 + 06; line 15 euqals lines 13 + 14; line 23 equals lines 21 + 22. If an institution has a "package" charge for room and board and is not able to state room and board charges separately, the "package" charge should be reported on the subtotal line.
6. *Different charges for different categories of first-professioanl students (i.e., medicine, dentistry, law) at the same institution must be shown separately.*

TABLE 6: ACTUAL AND PROJECTED FACILITIES REQUIREMENTS
(Net Assignable Square Feet)

Institution _____

Preparer's Name _____

Preparer's Title _____

Preparer's Telephone No. _____

Program Classification Categories			Line No.	1981 Actual 8101	1984 Projected 8401	1988 Projected 8801
Codes	Category					
1.0	Instruction Program		01			
	Room Use Classification Categories	Codes				
		100 Classroom Facilities	02	( )	( )	( )
		200 Laboratory Facilities	03	( )	( )	( )
		300 Office Facilities	04	( )	( )	( )
		520, 523, 525 Athletic-Physical Education	05	( )	( )	( )
2.0	Organized Research Program		06			
3.0	Public Service Program		07			
4.0	Academic Support Program		08			
4.1	Libraries		09	( )	( )	( )
5.0	Student Services Program		10			
5.1.7200	Intercollegiate Athletics		11	( )	( )	( )
5.5.7320	Health Services		12	( )	( )	( )
5.5.7330	Housing Services (students)		13	( )	( )	( )
6.0	Institutional Support Program		14			
6.5	Physical Plant Operations		15	( )	( )	( )
6.6.7330	Housing Services (Faculty/Staff)		16	( )	( )	( )
7.0	Independent Operations Program		17			
8.0	Unassigned (For Assignable Areas Only)		18			
TOTAL ASSIGNABLE AREA			19			

NOTES: (1) Actual fall 1981 figures: The program classification and room use classification categories are the same as reported on form NYSED-7 (1979) in the HEDS Data Collection. Make any applicable changes in space figures that may have occured between fall 1979 and fall 1981.

(2) Total Assignable Area (line 19) is the sum of lines 1+6+7+8+10+14+17+18 (boxes).

(3) Figures in brackets are sub-parts of major Program Classification Categories. The sum of these in most instances will be less than the corresponding Program Classification Category.

INSTRUCTIONS FOR COMPLETING TABLE 6

Cross-Reference Between
Items on Form NYSED-7
(1979) and Table 6

(Make any applicable changes in space figures that may have occured between fall 1979 and fall 1981)

Table 6 1979 Actual	NYSED-7		
Line No.	Page	Line No.	Column
01	6	13	2
02	6	1	2
03	6	2+3+4+5	2
04	6	6	2
05	4	25	--
06	6	13	3
07	6	13	4
08	6	13	5
09	7	13	10
10	6	13	6
11	8	13	13
12	8	13	14
13	8	13	15
14	7	13	7
15	8	13	16
16	8	13	17
17	7	15	8
18	7	13	9
19	6	15	1

Part II Progress on Matters of Statewide Concern

The Regents 1982 Progress Report will discuss progress toward the Regents objectives and progress in carrying out the activities listed in the Statewide Plan as well as institutional and sector reports of progress. In reviewing progress toward statewide goals and objectives, the Regents rely on information from a variety of sources, including demographic and economic data, legislative and budgetary actions, data collected regularly through the Higher Education Data System, and institutional and sector progress reports.

Part II of each progress report will reflect the statewide concerns of the Regents objectives, which are based on their goals for postsecondary education. As noted above, however, these reports are one source of information on progress. In specifying information to be included in Part II of each institution's progress report, the Regents seek to assess institutional progress in regard to certain specific activities, listed in the Statewide Plan, which called for reports in 1982. Progress toward carrying out the other activities listed in the Statewide Plan will be measured in other ways.

The following questions and data requests have been designed to encourage self-examination by the institutions.

To clarify the intent of each question, a statement of the issues has been provided as it relates to the goal and objectives in the Plan. Institutions, if they wish, may add the activities of their own that are in keeping with the Regents goals and objectives, and may make such recommendations to the Regents as they deem appropriate.

Should an institution encounter difficulty with any specific questions, it should contact the Bureau of Postsecondary Planning, State Education Department, (518) 474-7416.

QUESTIONS FOR PART II

1. COMMUNICATION SKILLS

Activity: ***A.1 In 1982, institutions will identify in their progress reports their existing requirements related to the development of communication skills (e.g., courses, examinations). The Department, in cooperation with the sectors, will develop guidelines for a variety of measurable standards through which different types and levels of institutions offering associate or bachelor's degrees will assure that their graduates possess appropriate communication skills. By 1984, every such institution will have implemented such a program for its undergraduates.***

Issue:

The variable nature of the missions and student characteristics of institutions, and the diversity of institutional types make the setting of measurable objectives a difficult task. Excellence can take many different forms and progress can be evaluated in many ways. Clearly, no single measure or set of measures can suffice to gauge progress. Each institution has evolved its own approach to entrance and exit criteria. Some factors traditionally have been used by institutions; others have been developed more recently to accommodate new institutional missions and new student populations. Institutions, and programs within institutions, vary as to what skills are deemed essential for all students. Among these basic skills are communication skills, quantitative abilities, and a fundamental understanding of basic historic, scientific, and philosophic principles.

Because it is beyond the scope of the planning process to attempt to achieve a complete measure or blueprint for progress in all the basic competencies, the 1980 Plan focuses primarily on undergraduate communication skills. In its 1982 progress report, each institution is being asked to identify its existing requirements for its undergraduate programs.

Information Required:

(a) Please describe your institution's systems for assessing the communication skills of persons admitted to undergraduate study, including the measures used (e.g., standardized tests, essays), how they are employed, how adequate they are, and how you assess their adequacy.

(b) Please describe your institution's systems to remediate deficiencies in communication skills of persons admitted to undergraduate study (e.g., special courses, tutoring), how adequate the system or systems are, and how you assess their adequacy.

(c) Please describe your institution's systems to assure that persons earning associate or baccalaureate degrees possess communication skills appropriate to their level of study and

field of study (e.g., level of writing ability, written projects, required courses, graduation tests), how adequate the system or systems are, and how you assess their adequacy.

(d) Is competence in a second language required of some or all students? If so, please describe your requirements.

(e) Is competence in oral communication skills required of some or all students? If so, please describe your requirements.

Planned Use of Information:

This information will be used to establish a basis which the Department and the sectors can use to investigate the problems associated with communication skills. The immediate goal is to achieve a clearer understanding of the current measures that are being used to assess communication skills and to determine the nature of current standards. This information will be used for descriptive rather than prescriptive purposes, and will be made available to institutions in order to support efforts relating to communication skills. There have been significant advances in the field of writing and communication at remedial and advanced levels. The body of expertise that exists in our own institutions has resulted in strong programs and research. It is our purpose to coalesce this knowledge for the purposes of dissemination so that the techniques can be used generally.

2. QUANTITATIVE SKILLS:

Issue: While it is not possible to find unanimity among educators as to a precise definition of fundamental skills, the need for quantitative abilities as well as communication skills is generally understood. More recently, a level of technical "computer" literacy is becoming increasingly important. Our technically oriented society requires an understanding of the uses of computers for practically every purpose including music, literature, the health professions, and business.

Information Required:

(a) Please describe your institution's systems for assessing the quantitative skills of persons admitted to undergraduate study (e.g., standardized tests), how they are employed, how adequate they are, and how you assess their adequacy.

(b) Please describe your institution's systems to remediate deficiencies in quantitative skills of persons admitted to undergraduate study (e.g., special courses, tutoring), how adequate the system or systems are, and how you assess their adequacy.

(c) Please describe your institution's systems to assure that persons earning associate or baccalaureate degrees possess quantitative skills appropriate to their level of study and field of study (e.g., required courses, graduation tests), how adequate the system or systems are, and how you assess their adequacy.

(d) Is competence in the use of computers required of some or all students? If so, please describe your requirements.

Planned Use of Information: This set of questions form the complement to the previous set of questions on communication skills. The data will provide the basic information on institutional expectations and requirements as they relate to quantitative skills.

3. STUDENT RETENTION:

Activity: *A.2 In their 1982 progress reports, institutions will report on current student retention levels and current efforts to increase student retention, and propose new efforts. By 1984, they will have implemented new efforts to increase retention of students.*

Issue: The following questions are being asked in order to promote an understanding of how institutions can help students to complete the programs they have begun, as well as an understanding of why certain student populations choose to discontinue their studies. Institutions facing a prospect of declining student populations are becoming increasingly aware of the need to analyze the answers to these questions in greater detail.

Some of the factors that might relate to this issue are:

a) screening and counseling at admission that will encourage students to have realistic goals and expectations.

b) continuity of programming to ensure that students have the courses and sequences that they need

c) adequate support services.

Many of the factors involved in student retention are beyond the control of individual institutions. Students and their families are influenced by many factors. The information that you provide will contribute to a better understanding of this issue.

Information Required:

(a) What research has your institution conducted on the reasons why some students at your institution do not complete their programs? What factors have been found to be most prominent?

(b) Please describe current efforts at your institution to increase student retention.

Planned Use of Information: This information will be used as the basis for studies of retention-attrition patterns for undergraduate level programs. These studies will help to determine optimal conditions, both from within and outside of the colleges, that will encourage a greater success rate for retention and program completion. The insights from sources on the campus could be compiled into a common, central resource available for dissemination.

4. MEASURABLE STANDARDS FOR MISSIONS

Activity: *A.7 In their 1982 progress reports institutions will propose and use measurable standards for evaluating their success in carrying out their missions. They will be invited to propose measurable standards suitable for aggregate use statewide, as well.*

Issue: As formulated in their 1980 master plans, institutional mission statements were asked to contain:

(a) Specific references to proposed changes which will alter enrollment forecasts.

(b) Description of students' expectations in terms of educational accomplishment.

(c) Characteristics of students admitted, including SAT or ACT scores, and geographic origin.

(d) Resources available per student.

(e) Programs for adults.

(f) Programs for the disadvantaged.

The standards were to make reference to the following examples of measurable standards:

- changes in program emphasis
- changes in enrollments per program
- changes in number of degrees offered
- entrance requirements and characteristics as they relate to changing missions.

Information Needed: For the 1982 Progress Report, the Regents would like to know what specific measures you propose that will show how much progress has been achieved toward the mission you stated in your 1980 master plan. You also are invited to propose measurable standards, suitable for aggregate statewide use, for the Regents goals.

Planned Use of Information: In this section the help of institutions is sought to develop appropriate measures of institutional missions. Those measures are to be used for statewide planning purposes and to encourage self-evaluation on the part of each institution. The second part of the question, requesting suggestions for measures that can be used on a statewide basis, will provide the Regents with an opportunity to use the suggestions from the field for general planning purposes.

5. LIBRARIES

Activity: *A.4 In their 1982 progress reports, institutions will report on access to bibliographic utilities.*

A.5 Information on the programs to provide library user instruction for students will be gathered in the 1982 progress reports.

Issue: An adequate and efficient library system is basic to the systematic search for knowledge and achievement of the highest caliber. Excellent teaching and research depend upon the excellence of New York's libraries. Major libraries are becoming increasingly involved in the technological advances that promote efficiency and accessibility. The Regents seek, by 1984, a 50 percent expansion in the number of college and university libraries that have computer terminals and access to bibliographic data bases over the current number of 199.

Information Needed: Information on the provision of library user instruction can be useful in gauging the need for such services. Please list

a) the kinds of instruction services that are available at the library or libraries that your students use;

b) the providers of the services; and

c) a brief narrative description of the extent of the services.

Please provide a brief narrative description of the access your institution's library has to a bibliographic data base such as OCLC or the Research Library Information Network (RLIN), and the kind of services that these networks provide to your institution.

Planned Use of Information: The information in this section will help to determine how much inter-library systems are used, and to ascertain the need for increased computer terminals and bibliographic data.

6. TEACHER PREPARATION

Activity: *B.8 In 1982, in light of the emerging development of teaching as a licensed profession, institutions with teacher-training will report, in their progress reports, on steps to accomplish the following:*

(a) review of their methods of instruction for teaching candidates to be sure that those skills, attitudes, and behaviors required by any proposed licensure examinations and internships are being effectively taught;

(b) development of the appropriate role for postsecondary institutions in any new system of internship; and

(c) establishment of strong relationships between preparatory instructional programs and inservice training activities.

Information Needed:

(a) Please describe your institution's efforts and activities to recruit students into teaching and to revise preparatory programs for licensure.

(b) Please describe any steps your institution is taking to strengthen its programs of inservice education of teachers.

Planned Use of Information: The information will be compiled to show how teacher education programs have evolved to keep pace with the changing demands of the classroom environment. Ideas gathered from this process will be shared with the teacher education programs.

7. ARTICULATION

Activity: *B.6 Specific information on established relationships between the colleges and universities and the elementary and secondary school systems will be gathered through the 1982 progress reports.*

Issue: Given the diversity of New York's educational programs, the matrix of possible sequences is highly complex, and the potential for problems in transition in any given program is high. Especially for non-traditional student populations, the transition from high school to college can be a difficult one. In many ways gifted students also have special problems in transition. Sometimes joint efforts on the part of secondary schools and colleges can reduce the problems of transition.

Information Needed:

(A) Do any arrangements exist at your institution which are designed to ease the transition from secondary schools such as curricular articulation with individual schools or groups of schools, early admission programs, enrichment of offerings at individual schools or groups of schools for college-level pupils, or coordination of remedial activities with individual schools or groups of schools? Please give some examples from your institution.

(B) What are the credit transfer policies for your institution?

(C) What policies does your institution have for advanced standing?

Planned Use of Information: This information will be used to identify the involvement of colleges and universities with school or community programs. A number of colleges either independently or through consortia, have developed innovative approaches that are community oriented. Some institutions have worked in cooperation with local businesses to go into the schools with projects and ideas. A collection of examples of such projects will be compiled and made available to interested parties. This information can be used to assess the extent of informal arrangements and determine the extent to which they meet the special problems of gifted and remedial students.

8. COOPERATION WITH BUSINESS AND LABOR

Activity: *C.1 In 1982 institutions will identify in their progress reports education and training programs which they conduct in conjunction with employers or employees' associations, and institutional offices or activities for liaison with employers or employees' associations.*

Issue: Colleges are increasingly making efforts to link with business and industry because of the growing number of adult students — students who already have jobs and family responsibilities. In recognition of this group as a significant factor in planning, institutions have tried to meet their concerns by making accommodations in program format, location, and curriculum. In order to have a clearer understanding of how institutions are evolving in response to these needs, some basic information on programs that are offered for the benefit of employees is needed. The relationship that evolves between employers and higher education is a valuable link that can be of benefit to both.

Information Needed: Please list any substantial arrangements (50 or more students) that your institution has with any employer or employee association. These may include tuition reimbursement plans, on-site training programs, contract courses for employers or employee associations offered by the institution, an institutional policy on acceptance of college credit recommendations established by the Regents Program on Noncollegiate Sponsored Instruction, and so forth. Please give a brief narrative description of the aims of these programs, the size, the targeted student population, and the means used to assess the needs of employers and employees.

Planned Use of Information: The information collected here will be used to assess the scope and nature of joint activities and of student aid available from employers, or groups related to employees. This information will assist in determining the extent and nature of involvement between colleges and employers.

9. COST-EFFECTIVENESS

Activity: *D. 5 In 1982, institutions will describe in their progress reports efforts they are making to increase cost-effectiveness in all facets of their operations; summaries of those reports will be distributed throughout the higher education community.*

Issue: Higher education is entering a period of economic hardship. For all sectors it is becoming essential to develop cost-effective policies. It is the purpose of this question to try to develop a body of practical knowledge about resource management that can be shared with institutions. Institutions are being asked to give some specific ideas, strategies, or techniques that are currently being employed. The intention is that, from this collection, ideas can be made available to institutions for general use. This information can include, but need not be limited to, such areas as energy conservation, staffing arrangements, consortial arrangements, or dormitory policies.

Information Needed: Please provide a brief description of particularly effective methods to increase cost-effectiveness that your institution has employed, or is considering, that might be of benefit to the educational community. Examples of the kind of information that we seek are: multiple staff arrangements, combinations of curricula, disposal of surplus capital plants, energy saving strategies, and collaboration with other educational and non-educational institutions (such as libraries, schools, museums, community agencies, and private industry).

Planned Use of Information: This information will be collected and made available to colleges upon request.

10. INTERINSTITUTIONAL COOPERATION

Issue: In view of the changing needs of society in the 1980's, the changing nature of the student body to be served, and the liklihood that resources will continue to be limited and that demands on them will continue to increase, higher education must continue to seek improvements in effectiveness and efficiency. A long history of interinstitutional cooperation, including consortial activities, has shown that institutions working together frequently can be more effective and efficient than working alone. Interinstitutional cooperation can lead to expanded access, development of innovative programs, and attraction of additional resources.

Information Needed: Please describe particularly effective examples of interinstitutional cooperation, including consortia, in which your institution has participated in the past two years. We are particularly interested in activities related to student recruitment, retention of students, coordination of program offerings, and use of technology.

Planned Use of Information: This information will be used to describe the current scope of interinstitutional cooperative activity in the State and to identify particularly effective kinds of cooperation.

RECOMMENDATIONS TO THE REGENTS

Each institution or sector is invited to include in its progress report any recommendations it wishes to make to the Regents in relationship to the four Regents goals and 13 objectives in the 1980 Statewide Plan, including proposed additional objectives, proposed changes in any of the objectives, or proposed deletion of any objective. They are also invited to make recommendations, appropriate for action by the Regents, about issues of concern to them. Pursuant to Section 237 of Education Law, each sector is invited to propose in its progress report any modifications to its 1980 Master Plan, as approved by the Regents, that it deems necessary or desirable.

GOALS, OBJECTIVES, AND ACTIVITIES IN THE 1980 PLAN

The following chart is structured to show the Goals, Objectives, and Activities of this Plan.

Goals

The goals, four in number, are the overall guiding principles directing efforts in higher education in New York over the coming years. They describe the ways in which the postsecondary system as a whole should pursue its mission. They provide a general framework within which specific objectives can be set.

Objectives

Under each of the four goals are specific objectives to be achieved by 1990, totalling thirteen in number. These will help to direct the efforts of the higher educational community towards the goals in a measurable fashion.

Activities

Finally, for each goal there are activities which the Department, the institutions and sectors, and administrative agencies involved in higher education can begin within the next four years in order to move toward the goals. It should be noted that it is possible for a given activity to be working towards more than one objective at a time.

GOALS, OBJECTIVES AND ACTIVITIES IN THE 1980 PLAN

GOALS AND OBJECTIVES

Goal: A. EXCELLENCE. TO PROMOTE AND MAINTAIN ACADEMIC FREEDOM AND RESPONSIBILITY AND HIGH QUALITY IN ALL ENDEAVORS OF EACH INSTITUTION, WHATEVER ITS MISSION, AND OF THE POST-SECONDARY SYSTEM AS A WHOLE.

Objectives:

1. ***By 1990 the quality of education in New York's postsecondary institutions will be improved, as indicated by the level of student skills and knowledge demonstrated on performance measures developed or selected by the institutions.***

2. ***By 1990, in the aggregate, the proportion of students completing degree programs in New York's postsecondary institutions will be improved:***

   a) ***in comparison with the proportion completing programs in 1980, and***

   b) ***in relation to the proportion completing programs in other states,***

ACTIVITIES From the Regents

Major Activities

A.1 In 1982, institutions will identify in their progress reports their existing requirements related to the development of communication skills (e.g., course examinations). The Department, in coopeation with the sectors, will develop guidelines for a variety of measurable standards through which different types and levels of institutions offering associate or bachelor's degrees will assure that their graduates possess appropriate communication skills. By 1984, every such institution will have implemented such a program for its undergraduates.

A.2 In their 1982 progress reports, institutions will report on current student retention levels and current efforts to increase student retention, and propose new efforts. By 1984, they will have implemented new efforts to increase retention of students.

ACTIVITIES From the Commission on Independent Colleges and Universities

1. (cicu recommendation VI B, V C) The cicu is increasing access to faculty and facilities of independent institutions through the Science, Technology, Engineering Resources Network (STERN). STERN, a project initiated by the Science and Technology Committee of cicu, functions as part of the sector's statewide industrial liaison program. Its purpose is to identify the capabilities of independent institutions and provide an easy mechanism for business, industry and government to access the entire network as a resource for resolving specific science, technology or engineering-related problems or interests.

2. (cicu recommendation III I) The cicu is undertaking a comprehensive inventory of the condition of research equipment and laboratory facilities on New York's independent college campuses. The purpose of

ACTIVITIES From The City University of New York

1. The University will strengthen the coordination of the curricula of its colleges. The colleges will refine their missions through a process of program review and planning.

   (a) Each college will examine its own curricula with a goal of making qualitative assessments of departments and programs through the development of an academic plan by 1984.

   (b) Where necessary and appropriate, curricula will be altered in scope to reflect student and social needs more effectively.

   (c) In particular, master's programs will be evaluated by internal self-assessment coupled with external consultants' review. The objective will be to use available resources to offer only the highest quality programs which are also efficient and geographically accessible.

ACTIVITIES From the State University of New York

1. (SUNY recommendation 4 -- Approved) At the undergraduate level, all campuses pre-file a five-year schedule for reviews of all undergraduate programs, each review to be conducted against criteria of quality, need, efficiency, and the interrelationship among programs.

   Summaries of the results of these reviews are submitted annually to the Central Academic Program Office. Each summary includes a general statement describing the quality of the program, an indication of problems or weaknesses found, if any, and the schedule and plans of the campus to address these problems. Repeating the cycle ensures that each academic program is reviewed every five years.

   At the graduate level, procedures provide for campus-based evaluation of graduate programs at five-year intervals with external evaluation by peer consultants from outside the University as part of this process.

as measured by the ratio of degrees awarded in one year to freshman enrollment two and four years earlier.

3. *By 1990 the quality of education offered by postsecondary institutions in New York will be improved, as evidenced by their graduates' record of job placement and admission to more advanced levels of study and as measured by the institutions.*

   a) *For certificate and associate degree programs, the proportions of occupational graduates placed in related jobs and of liberal arts students and graduates who transfer to baccalaureate programs will increase.*

   b) *For baccalaureate programs, the proportions of graduates admitted to graduate and professional programs or placed in jobs related to their undergraduate programs of study will improve.*

   c) *For graduate programs, the proportion of doctoral degree-holders placed in academic or non-academic positions broadly related to their educations will improve.*

Regents

A.3 By 1984, a program will be developed to focus an increased portion of the colleges' and universities' research capability on the State's top priorities.

A.4 By 1984 the 119 college and university libraries that have computer terminals for access to bibliographic data bases will increase 50 percent and will also have access to the New York State Library. In their 1982 progress reports, institutions will report on access to bibliographic utilities.

A.5 By 1984 the number of colleges and universities that provide library user instruction to their students will have increased from 140 to 200. Information on the programs will be gathered in the 1982 progress reports.

A.6 By June 1981, a committee established by the Association of Colleges and Universities of the State of New York (ACUSNY) will make recommendations on faculty development and new missions for higher education. Their recommendations will be the basis for new activities at meeting the objectives for excellence, access, and diversity by 1990.

CICU

this inventory is to assess the condition of our equipment pool and make specific recommendations for replacement and acquisitions.

3. (cicu recommendation III J) The cicu is working with independent tax consultants to explore specific incentives to encourage investment by business in campus-based research.

4. The condition of our academic libraries is an important indicator of the quality of postsecondary education. The cicu is currently analyzing the data collected from our recent library survey concerning the rate of acquisitions, maintenance of annual budgets, size of collections, staffing patterns, hours of operation, utilization by off-campus constituencies, availability of online bibliographic search capability and reference functions. This analysis will give us valuable information as to the needs of academic libraries over the next quadrennium.

CUNY

(d) A further objective of the curricular review will be a projection of the faculty for each department to improve planning in light of shifts in student enrollment. Faculty development programs focussing on retraining of faculty to meet new student demands will be developed and implemented by 1983. New faculty recruitment strategies may be adopted in the next four years as a result of this planning process.

2. The Board guidelines for the administration of special opportunity programs will lead to improved student academic performance and administrative efficiency. The academic programs of the colleges will be further reviewed for effectiveness and the academic success of the students in the programs will be evaluated. Programs with lower success rates for similar students will be changed.

SUNY

The Middle States Association of Colleges and Schools also participates in the evaluation process and it is expected that all SUNY campuses will have gone through its reaffirmation procedures by 1984-85. In addition to the institutional accreditation of the Middle States Association, the University campuses participate in approximately 168 separate program accreditations by nationally recognized program groups.

The University will be able to determine its success in these efforts to maintain the excellence of its academic offerings by the consistency with which these procedures are followed and the qualitative ratings which emerge from these evaluations, including the successful reaccreditation of its programs and institutions.

2. (SUNY recommendation 5 -- Approved) Although many SUNY campuses have been using a variety of outcome measures in the analysis of the effectiveness of their educa-

	Regents	CICU	CUNY	SUNY
4. *By 1990 the quality of New York's colleges and universities will be improved, relative to the rest of the Nation, by the following measures of student choice.*				
a) New York will advance its position in the ranking of states by the proportion of students attracted from other states and abroad.				
b) The proportions of National Merit Scholars and Westinghouse Scholars choosing to study in New York will increase.				
c) The proportion of students offered Regents College Scholarships who accept those scholarships to study at New York colleges and universities will increase.				
5. *By 1990 the amount and quality of research at New York's colleges and universities will increase to the point that:*				
a) New York institutions will account, in the aggregate, for more than 10 percent of all college and university research expenditures in the United States, and				
	A.7 In their 1982 progress reports institutions will propose and use measureable standards for evaluating their success in carrying out their missions. They will be invited to propose measureable standards suitable for aggregate use statewide, as well.	5. (cicu recommendation VI B) In order to further the cooperation between independent institutions the cicu has established the Science and Technology Committee. The committee is composed of the chief executive officers of each independent research university and engineering school. Primary missions are to foster cooperation among independent institutions in the areas of basic and applied research and make sound public policy recommendations aimed at the economic revitalization of New York State.		tional programs for quite some years, the University has begun the implementation of the above recommendation on a system-wide basis so that all campuses will be applying such measures in the future.
	A.8 By 1984, with external grant support, the Department will develop indicators and assessment procedures to permit identification of academic excellence and fiscal health in postsecondary institutions.			All campuses have been requested to review their current practices. They have been asked to consider evaluative mechanisms in a variety of areas: student personal and intellectual development; student progression toward advanced study, such as placement in upper division, graduate, or professional programs; student placement and advancement in employment situations; faculty production of original research and contribution to the welfare of society and public service; and institutional impact upon society in general.
	Other Activities			
	A.9 By 1982, following a process of review by the Education Department, each institution will have in place an approved standard for satisfactory academic progress pursuant to the regulations governing State student financial aid programs.			The degree of success in implementing this recommendation will be measured by the number of outcome measures employed by campuses which appear to provide meaningful information regarding program quality.
	A.10 By 1984, in at least one Regents region there will be a new project in operation in which institutions will work with the State's multi-national corporations and corporations engaged in international			

Regents	CICU	CUNY	SUNY
b) New York's leading research universities will hold or improve their national rankings in terms of research expenditures.	trade to meet their needs for education and training of employees in foreign languages and foreign customs.		3. (SUNY recommendation 10 -- Approved) The University through its Research Foundation is exploring and has begun to implement several types of technology transfer arrangements which will make the University's resources available to industry in New York State. An Industrial Liaison Officer is being recruited to work within the Office of Technology Transfer. Directories of current research are being prepared, beginning with the University Centers and eventually covering all of the campuses.
6. By 1986 the quality of instruction and research of New York's colleges and universities will make the following improvements in academic support services:	A.11 By 1984 there will be several new joint projects between universities and industries in scientific fields as a result of encouragement by the Department and the State Science and Technology Foundation.		Legislative and gubernatorial support for the University's initiatives in technology transfer is shown in recent legislation which endorses the University's Patent Policy and calls for an annual report of activities.
a) the library collections of New York (which represent one-tenth of the academic library resources of the entire nation) will increase so that New York maintains its current leadership position among the states;			
b) students, faculty, and other researchers in New York's colleges and universities will have total bibliographic access to all academic library resources in the State;			
c) two-thirds of New York's colleges and universities will provide quality library user instruction for their students; and			

Regents	CICU	CUNY	SUNY
• all students will have access to computers, and training in their use, appropriate to their programs and levels of study.			Progress in implementing this regulation may be measured by evidence of (1) joint SUNY-industry research projects, including joint solicitation of external support; (2) industrial support of University research and programs; and (3) marketing of inventions through licensing arrangements.
See also Objective 7B.			4. (SUNY recommendation 18 — No Action Taken) The University projects equipment replacement needs based on application of variable normal life criteria on its existing inventory.
			A cumulative replacement projection through fiscal 1986-87 has been prepared, adjusted for inflation and prior funding. The University requests academic replacement funding in each of its budget requests.
			The success of funding requests as reflected in budget allocations and an assessment of equipment replacement needs identified and met will measure progress in implementing this recommendation.
			See also Activities 5, 8, 14, and 16.

Goal B. ACCESS. TO PROVIDE EQUAL OPPORTUNITY FOR POSTSECONDARY EDUCATION FOR ALL NEW YORKERS WITHOUT DISCRIMINATION ON ANY GROUNDS (INCLUDING AGE, RACE, SEX, CREED, NATIONAL ORIGIN, GEOGRAPHIC LOCATION, ECONOMIC STATUS, OR HANDICAPPING CONDITION), INCLUDING EQUAL OPPORTUNITY FOR ALL WHO ARE ADMITTED TO POSTSECONDARY INSTITUTIONS TO COMPLETE THE COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Objectives:

7. a) By 1990 the participation rate of recent high school graduates in first-year college enrollment will exceed the rate for 1980.

b) By 1990 the educational attainment level of adults in New York State will significantly exceed the national mean.

8. By 1990 the proportion of degrees awarded in New York State to members of

Regents

Major Activities

B.1 By 1984 the State will adopt revised policies of student financial aid and special support for the economically and educationally disadvantaged to bring these policies into line with changes in the composition of the student pool. The revised policies will be consistent with the principles enumerated below.

(a) All economically and educationally disadvantaged college students should have equal access to the financial aid and academic support they need to complete their programs.

(b) The period of entitlement for financial support for underprepared students should be longer than the traditional two or four years for an associate or baccalaureate degree, provided the students are enrolled in comprehensive and effective programs of remedial study.

CICU

6. (CICU recommendation III 6, and recommendation IV F) In an effort to provide more accurate and complete information to high school students concerning their postsecondary options, the cicu secured private funding for the publication of its Admission Referral & Information Center Guide. The Guide, however, is not, in itself, sufficient to accomplish the objective of more informed choice. We recommend that the Regents include in the operating budget of SED a request for appropriations to cover the Admission Referral and Information Center.

7. The cicu surveyed its member institutions in June, 1981, to determine the utilization of Federal Guaranteed Student Loans by out-of-state and resident students at both the undergraduate and graduate levels. The survey is being used to assess the impact of changes in federal loans on the ability of New York's independent colleges to attract and retain out-of-state students. It will also help determine the impact student aid dollars have on choice and access to inde-

CUNY

3. By 1984 the articulation agreements in academic programs between community colleges and senior colleges and from other colleges to the University will be improved and refined so that the proportion of students transferring will increase.

4. Strategies to improve anticipated enrollment levels will be implemented in the next four years, although enrollment declines of 8-15 are currently anticipated.

(a) Recruitment efforts will be augmented in the next two years to attract new groups of students to the University.

(b) Concentrated efforts will be made to increase the availability of Federal and State financial aid through making the public and the government aware of the extraordinary financial needs of the University's students, so that the students are not barred from higher education because of inadequate financial means.

SUNY

5. (SUNY recommendation 9 -- Approved) Key issues involved in carrying out this recommendation have been identified and appropriate groups, including the State University, are exploring ways in which they may best be addressed.

An increase in cooperative arrangements which use existing campus resources to serve needs for lifelong learning will be used as an indication of progress in connection with this recommendation.

6. (SUNY recommendation 17 -- No Action Taken) State University is completing the facilities changes deemed necessary to assure program accessibility to the physically handicapped at a pace determined by State funding or planning or construction. Campuses are making less major changes, such as ramps, by use of their maintenance staffs. Campus 504 Coordinators are taking an active role along with facilities staff, and, on most campuses, 504 committees, in determining

minority groups at each degree level -- associate, baccalaureate, master's, doctoral, and first professional -- will increase more than the proportion of minorities in the State's population increases.

Regents

(c) State student financial aid policy and award levels should promote a balanced socioeconomic mix of students at public and independent institutions of varying degrees of selectivity.

(d) State financial aid programs should be coordinated with Federal programs with respect to application, eligibility, award, length of entitlement, and acccountability, so long as such coordination is in the best interest of New York students.

(e) State financial aid policy should not discriminate between traditional college-age students and adult students, or between full-time and part-time students.

B.2 By 1984 with outside funding, the Regents will develop a project to identify in high school, or sooner, potential minority-group candidates for the licensed professions and to provide special guidance and information for them. This will involve articulation among high schools, colleges, and professional schools as well as work with the State Boards for the Professions.

CICU

pendent institutions. The availability of student aid will have the great impact on total enrollments.

CUNY

(c) Retention of students will improve by 1984, through the activities and research developed by a University-wide task force on retention and remediation.

(d) The graduation rate of students will improve in both the community colleges and the senior colleges by 1984.

(e) Admission goals for each college will be established by the University to attempt to match more closely currently available faculty, facility and other financial resources with students, beginning in fall, 1982 while preserving the principles behind open admissions and accessibility for all high school graduates who wish to attend the University.

(f) A broader public information program will be established by 1982.

SUNY

the necessary facilities modifications and identifying other needs. In addition, the Coordinators are assisting students, as ombudsmen, in locating accommodations and services, and providing referrals. It is expected that Coordinators wil be providing accommodations and support services for new populations of handicapped students, such as the deaf and learning disabled, in the next several years.

Measures used to determine progress will include the number of projects designed to provide access to facilities at various stages of completion, and the amount of money expended for them, along with an assessment of the success of other efforts to assure that the physically handicapped are able to have access to the University's programs.

7. (SUNY recommendation 20 -- Approved) The University continues to stress the need for low tuition as the most effective way to provide access for stu-

Regents	CICU	CUNY	SUNY
B.3 The six Education Information Centers will continue to provide educational and career counseling to the people of New York who request it. If funds are available, by 1984 an additional 12 Education Information Centers will be established.		(g) Additional joint efforts with the New York City public and private schools to improve the academic preparation of students who may enter the University will be established, including joint efforts between colleges and specific schools and development of more broadly effective approaches to teaching through the University's teacher education programs.	dents from all economic backgrounds. When a tuition increase becomes essential to the University's continued operation with maintenance of academic quality, the increase is kept to a minimum amount. The last increase was in line with inflationary rates and could be fully funded through financial assistance programs for students at the lowest income level.
B.4 By 1982, permanent standards for pupil performance will be incorporated in the criteria for registration of high schools. The Regents have already adopted a tentative standard that requires that by June 1981, not less than 85 percent of the high school seniors in the State will pass the Regents Competency Tests or the appropriate Regents Examinations or earn appropriate scores on SAT/ACT tests.		(h) The proportion of adults coming to the University will continue to increase through 1984.	The measure to be used for this recommendation will be the number and amount of tuition changes and the justification for any increases.
B.5 By 1982 the Regents will define the role of degree-granting and non-degree postsecondary institutions within a comprehensive youth employment policy aimed at helping unemployed youths who left school before earning the high school diploma to complete their education and develop the skills they need to find satisfying and rewarding employment.		(i) The number of students transferring to the University from other colleges will cotninue to increase through 1984.	See also Activity 16.
		(j) The "ethnic parity" of students distributed between the community and senior colleges will be improved so that minority students fully participate at both levels.	

Regents	CICU	CUNY	SUNY
B.6 By 1982 the Regents will have advanced the program to strengthen articulation between elementary/secondary and post-secondary education. Specific information on established relationships between the colleges and universities and the elementary and secondary school systems will be gathered through the 1982 progress reports.		5. The implementation of priorities identified in the 1978 Proposal on Facilities Needed through 1990 will continue, with the objective being the development of a physical environment which meets the minimum level of adequacy for all colleges. (a) The priorities outlined in the Proposal remain constant. (b) Approved construction will be completed as soon as possible. (c) Additional unmet needs will be remedied before the end of the decade to bring the University's physical plant to a level of minimum adequacy by replacing rented or inadequate facilities. See also Activities 1 and 2.	
B.7 By 1984, planning reviews for establishing branch campuses and extension centers will be carried out with the involvement of regional organizations in at least two Regents regions. Three such programs are currently developing proposals for ways to provide such advice.			
B.8 In 1982, in light of the emerging development of teaching as a licensed profession, institutions with teacher-training programs will report, in their progress reports, on steps to accomplish the following:			

Regents	CICU	CUNY	SUNY
(a) review of their methods of instruction for teaching candidates to be sure that those skills, attitudes, and behaviors required by any proposed licensure examinations and internships are being effectively taught;			
(b) development of the appropriate role for post-secondary institutions in any new system of internships; and			
(c) establishment of strong relationships between preparatory instructional programs and inservice training activities.			

Other Activites

8.9 In 1982, New York's degree-granting institutions will award 10 percent more course credits for successful results on New York State College Proficiency Examinations than the 23,000 credits they awarded in 1978-79. In 1984, they will award 20 percent more credits for such results than in 1978-79.

Regents	CICU	CUNY	SUNY
B.10 By 1982, the Regents will have awarded over 16,000 Regents External Degrees, an increase of 5,000 from the total awarded as of 1980. By 1984, they will have awarded a total of 20,000 Regents External Degrees.			
B.11 In 1982, the number of persons who use the services of the Regents Volunteer Adviser Network will be over 23 percent higher than the approximately 13,000 persons who will use such services in 1980. In 1984, the number will be over 38 percent higher than in 1980.			

See also Activity A.6.

Goal: C. DIVERSITY. TO PRESERVE AND FOSTER A DIVERSITY OF INSTITUTIONS AND PROGRAMS SO THAT STUDENTS MAY CHOOSE AND STUDY IN THOSE AP PROPRIATE TO THEIR NEEDS, INTERESTS, AND ABILITIES FROM A WIDE RANGE REFLECTING THE FULL DIVERSITY OF OUR STATE.

Objectives:

9. *In 1990 New York State will continue to have a balanced system of higher education with four strong and autonomous sectors—State University, City University, the independent sector, and the proprietary sector — coordinated through the master-planning process. Each of the three major sectors will include a mixture of open-admission and selective institutions at the undergraduate level.*

10. *By 1990, every collegiate-level training course or program offered in New York State by non-degree-granting organizations, (including companies, unions, and government agencies) will be appropriately linked to degree programs if the sponsor of the course or program wants such a linkage.*

Regents

Major Activities

C.1 In 1982 institutions will identify in their progress reports education and training programs which they conduct in conjunction with employers or employees' associations, and institutional offices or activities for liaison with employers or employees' associations. By 1984, the State Education Department will establish formal means for linking the higher education master-planning process with education and training programs in the private sector where an interest in such connections has been expressed.

See also Activity B.1 (c).

Other Activities

C.2 By 1984, there will be several new joint projects between postsecondary institutions and industrial companies for the purpose of enhancing working conditions and other aspects of industrial operations.

C.3 By 1984, the Education Department, the Department of Commerce, and ACUSNY will develop and implement a coordinated "I Love New York Col-

CICU

8. There is a great diversity of formal and informal links between business, industry, government agencies and independent institutions in New York State. A recent cicu survey shows that independent institutions in New York have been relatively successful in developing programs to meet the manpower training needs of both business and government. We are working to encourage these linkages and promote balanced public policies which will increase the role and value of the University of the State of New York as a manpower training resources.

CUNY

See Activities 1, 2, and 4.

SUNY

8. (SUNY recommendation 8 -- Approved) SUNY health science institutions traditionally have been affiliated with State prisons, State mental health and developmental disabilities facilities, and other State institutions providing health care and services, but SUNY does not have the resources to serve all of the State facilities. The State of New York has addressed a Request for Proposal (RFP) for a major study of recruitment, retention, compensation and staffing of State health and health-related facilities. SUNY participated in the preparation and issuance of the RFP and is expected to take part in the study. An essential aspect of the study will be identification of organizational arrangements which might be options by which SUNY can increase its cooperation with other State agencies in the provision of care and services.

A State Task Force on Medicaid Services and Management has issued a draft report calling for making maximum use of the services rendered by the State's health science institutions and the State

Appropriate linkages may include listing of the course or program in the catalog of credit recommendations of the Regents Project on Noncollegiate Sponsored Instruction, formal integration of the courses into a registered program at a degree-granting institution, or agreement with a specific degree-granting institution to award credit for the courses within registered programs at the institution.

Regents	CICU	CUNY	SUNY
leges" campaign to bring to potential postsecondary students, both in New York and out-of-state, better information about the strength, diversity, and programmatic uniqueness of higher education in New York.			institutions, particularly in the provision of primary care services. SUNY is participating in the activities of this Task Force, which are expected to lead to development of new State policy.
C.4 By 1982, the Regents and ACUSNY will have reviewed the cost and benefits of the enrollment of foreign students in New York and developed specific plans for influencing such enrollment.			Assessments, made by or for State agencies, of aspects of the quality and cost-effectiveness of health services in the State's correctional facilities and mental institutions which may be affected by the University's efforts would be used to measure progress in implementing this recommendation.
C.5 By 1984, the master plan amendment system will have been reviewed, in cooperation with all sectors and the Division of the Budget, to reexamine the appropriateness for the 1980's of the kinds of changes in institutional activities that require master plan amendment. A revised system will be implemented if warranted.			9. (SUNY recommendation 11 -- Approved) State University campuses, State-Operated and Community Colleges operating as a system, have endeavored to make progress in meeting the needs of businesses, industry, labor, and State and local governments through research, training, and technical assistance programs. Current activities include a wide variety of training programs, and applied research and technical assistance projects, including services to a considerable range of
C.6 By 1984, all advertising by degree-granting institutions will conform to the voluntary inter-sector code of ethics concerning advertising jointly promulgated by the sector leaders and the Commissioner.			

Regents	CICU	CUNY	SUNY
C.7 With the advice of the Doctoral Council, the Regents and institutions will cooperate to assure that New York receives by 1984 an appropriate share of Federal support for Graduate and Undergraduate Language and Area Centers under Title VI of the Higher Education Act (as added by the Education Amendments of 1980) and that at least three New York institutions will have such centers.			small businesses and assistance to those considering export to market overseas. In addition, the University campuses have increasingly made their library resources available to businesses, as well as the community. It is anticipated that access to technical information data bases by computer terminal will be expanded. The success of the University's efforts in implementing this recommendation will be measured by expansion of services and by the types of activities and their relationship to identified needs.
C.8 Institutions and State government will work together to secure designation by 1984 of institutions now located in urban areas of New York as Urban Grant Institutions, under the Urban Grant University Program of the Higher Education Act (as added by the Education Amendments of 1900), and to secure the maximum available share (15 percent) of Federal funding under that program. Over 60 institutions in six areas of the State are potentially eligible. See also Activity A.6			10. (SUNY recommendation 12 - Approved) State University campuses are increasing the number of activities serving various businesses and associations which are delivered on a fee basis but provide cost-effective training programs or services, such as those to the management of the newspaper and publishing industry.

Regents	CICU	CUNY	SUNY
			The University is undertaking a variety of efforts which are prospectively income-generating, including services to a number of State and private agencies similar to the broad range of services presently being delivered at low cost by the New York State Network. The success of these efforts will be measured by an increase in knowledge extension activities and their level of financial support. See also Activities 3 and 7.

Goal: D. EFFECTIVE USE OF RESOURCES. TO ACHIEVE THE MOST EFFECTIVE USE OF THE RESOURCES ALLOCATED TO POSTSECONDARY EDUCATION, CONSISTENT WITH THE STATE'S FISCAL CONDITION AND THE GOALS OF EXCELLENCE, ACCESS, AND DIVERSITY.

Objectives:

11. ***If enrollment declines by 1990 as anticipated, the amount of State expenditures for higher education, adjusted for inflation, will be less in 1990 than in 1980, but the decrease in State expenditures will not be as large as the enrollment declines.***

12. ***By 1990 the amount of non-residential space in New York's postsecondary facilities will decrease, in comparison with 1980, but space will not decrease by as great a proportion as enrollment. The proportion of space judged to be in good condition will increase.***

Regents

Major Activities

D.1 By 1984, the formulas and procedures governing State financial support for higher education will be readjusted for a period of declining enrollment, as follows:

(a) The annual program budget requests of the State and City universities and the Education Department (including aid programs for independent institutions) will identify those portions of the requests which would contribute to the achievement of objectives and activities contained in the Statewide Plan.

(b) Formulas and procedures governing institutional aid will (i) take into account the fact that all institutional costs do not decrease in direct proportion to enrollment declines and (ii) allow a multi-year period for institutions to adjust spending downward where enrollment falls precipitously.

CICU

9. (cicu recommendation II A) Using its higher education data base, the cicu has developed comparative measures of student and institutional dependency on federal and state student financial aid. Each independent institution has received from cicu a report on their relative dependency on TAP, BEOG and GSL programs. They have also received instructions on how to assess their dependency compared to other institutions. Further refinement of this project will provide better measures and strengthen the methods of comparison, enhancing our ability to assess the costs and benefits of student financial aid at both the federal and state levels. Particular attention is being paid to the impact proposed changes in public policy will have on the Regents, goals of excellence, access, diversity and effective use of resources.

CUNY

6. Administrative processes will be developed for the University as a whole in order to allocate its resources more efficiently and effectively.

(a) The student financial aid system will be completed to assure accurate and current accounting of these aids to students by 1984. The packaging of students for aid will be reviewed in the next year to assure that the changes in Federal aid impact all students in the least harmful way.

(b) A management information system will be developed and fully implemented by 1984, addressing student, faculty and financial information.

(c) New computing equipment to meet minimal needs will be acquired by 1984.

(d) Scientific equipment will be purchased, for the use by the University's entire faculty, to remedy obsolete or inadequate equipment by 1984.

SUNY

11. (SUNY recommendation 1 -- Approved) The University is engaged in the Multiphase Rolling Plan which has as its focus the meshing of planning with budgeting, the integration of operating and capital budgets, and the integration of evaluation efforts with planning and budgeting -- all utilizing a long-range rolling approach.

Among the indicators of progress toward the goal of this recommendation will be:

(1) The ability of the institutions, as well as the System, to see the short- and long-run impact of evaluation and plans on budgets, both operating and capital;

(2) the sharing of plans for programs and budgets among institutions in order to have a comprehensive system picture; and

(3) the opportunities for trading and affiliation of programs thereby strengthening the quality of offerings while reducing the costs.

13. *By 1990, maximum use will be made of the resources of all types of libraries in New York State to support instruction and research in the colleges and universities.*

Regents

(c) In view of the limited State resources available for improvements and new initiatives in post-secondary education, a portion of the dollar value of the cost reduction which would otherwise accrue in the State from the effects of enrollment decline on institutional and student aid programs will be directed back to postsecondary education through the annual budget process to support improvements and initiatives.

(d) To encourage management decisions which would result in the more effective use of the resources in the public sectors, such as the consolidation or closing of programs or institutions, intra-system cooperation, or improved management and technology application, the real savings, adjusted for the effect of enrollment declines, should be reallocated to the institution or system which initiated the action.

CICU

CUNY

(e) A computerized union catalog of the University's library holdings from 1974 onward will be produced by the University starting in 1981 to remedy a critical need for more efficient use of library holdings.

See also Activities 1 and 2.

SUNY

12. (SUNY recommendation 2 -- Approved) Activities in which the University is considering to implement this recommendation include (1) working with other State agencies in development of legislation to the introduced as Governor's program bills, and (2) forging agreements or memoranda of understanding with State agencies.

Among the indicators of progress toward the goal of this recommendation will be:

(1) increased flexibility for the University in designing policies for and in operation of the University on a system-wide basis, perhaps with a reduction in the number of small-scale agency transactions;

(2) more meaningful accountability reporting, with increased consistency of accountability requirements or reviews across the University's campuses;

Regents	CICU	CUNY	SUNY
D.2 By 1982, the Governor, the Legislature, the Dormitory Authority, and all other agencies which review proposals for new higher education capital construction will approve no major projects for new facilities unless they are accompanied by a Higher Education Construction Impact Statement which clearly demonstrates that the long-term need for the proposed facility justifies the long-term costs to the institution, the State, and the public. The Higher Education Construction Impact Statement shall include: (a) the reasons the facility is needed, including the programs and enrollment to be served over the period of 20 to 30 years; (b) the costs of the new facility, including cost of construction, annual carrying cost of new debt, and annual operating and maintenance costs;			(3) increased intercampus sharing of resources, with improved use of resources on a system wide basis; and (4) enhanced opportunities for meaningful consultation with State agencies when new State policies or regulations are being formulated. 13. (SUNY recommendation 3 -- No Action Taken) The University will explore with State agencies a joint approach to funding sources for support of studies of the State regulations which affect the University as to their appropriateness, the costs associated with them, and possible alternative ways of achieving objectives other than regulation. Progress toward achieving the goal of this recommendation may be measured by success in securing private funds for the studies outlined; by completion of studies which identify regulations particularly burdensome to

Results	CICU	CUNY	SUNY
(c) the source of revenues to cover capital and operating costs of the new facility;			the University, analyze the costs of compliance with such regulations, and suggest alternative approaches to achieve the same goals; and eventually by the degree of implementation of the studies' recommendations, and resulting increases in flexibility and decreases in costs of operation.
(d) alternatives to new construction, including rental, rehabilitation, sharing facilities with other colleges of the same or different sectors, increased use of existing facilities, and deferral of new programs, and the reasons why these alternatives were rejected; and			14. (SUNY recommendation 6 -- No Action Taken) The University has this year undertaken development of a Multiphase Rolling Plan which employs a new approach to meshing planning and budgeting for the University system. One of the major thrusts of this Plan is to refine budgetary support indicators. Several tentative models for functional areas, including instruction and departmental research (student-faculty ratios, faculty support), student services, and maintenance and operation of plant, have been developed. As campuses refine their missions, increasing emphasis will be placed on relating budgetary support to program requirements. Limited use of the formulas has already begun.
(e) the importance of the proposed facility in comparison with all other proposals for new construction from the same institution, and, in the case of the public universities, from the same system.			
D.3 By 1982, relevant intersector considerations will be made in major capital decisions for each of the public sectors.			
D.4 By 1984, constraints on funding of capital projects for renovation and rehabilitation from bond proceeds will be analyzed.			

Regents	CICU	CUNY	SUNY
D.5 In 1981, the Regents and the Department will hold an invitational conference on Management of Post-secondary Education. One expected outcome of the conference will be publication of papers describing models of effective or innovative fiscal management. In 1982, institutions will describe in their progress reports efforts they are making to increase their cost-effectiveness in all facets of their operations; summaries of these reports will be distributed throughout the higher education community.			The application of these formulas in appropriate situations and assessment of the success of such applications in maintaining academic program quality will measure the extent to which the University has attained the objective of this recommendation.
D.6 Through Regional Councils and ad hoc arrangements, institutions will be encouraged during the next four years to share information about successful technology use, energy conservation, shared services, and other cost-effective activities.			15. (SUNY recommendation 7 -- Approved) Consideration is being given to treating items for clinical institutions separately in the University budget. Greater delineation of such items for income and expenditures will help better to identify health services delivery separately from education. Funds have been requested to begin development of joint management information retrieval, using systems already in place at one or more of the institutions. The retrieval of incidence data and other information is of great importance. Success in implementation of this recommendation will be measured by the degree to which the costs of instructional services and health care de-
D.7 By 1982, the Department will encourage all libraries that are members of the Reference and Research Library Resources Systems (3 R's) to participate in regional interlibrary loan programs by lending their resources, which will ensure the sharing of resources to support instruction and			

Regents	CICU	CUNY	SUNY
research. The Department will collect data on interlibrary loan activity that will be used in this assessment. (a) Commissioner's Regulations governing the Reference and Research Library Resources Systems and the Public Library Systems will be reviewed, and amended if necessary to further encourage member libraries of these systems to participate in regional interlibrary loan programs. (b) By 1984, the New York State Interlibrary Loan Network (NYSILL) will interface with other interlibrary loan networks which will provide the users of college and university libraries in New York State access to a wider range of library and information resources not only in the State but throughout the nation. See also Activity C.1.			livery services have been separated for the use of the University and to the satisfaction of the appropriate State agencies. 16. (SUNY recommendation 15 — Defer) The University's Capital Construction Budget Request is based on an annual review of the progress of each campus in meeting its approved long-range academic goals. This review is translated into definitive facility programs that require either replacement of old facilities or new construction or renovation of existing buildings. The Capital Program through 1985 will include major projects required to meet the campus needs as indicated in the University's Multiphase Rolling Plan.

Regents	CICU	CUNY	SUNY
Other Activities			
D.8 Beginning in the fall of 1980, the Education Department is collecting selected enrollment and facilities data which will allow a more accurate portrayal of space needs than did the data collected in past years. By 1982, these data will be applied to the new criteria and will substantially contribute to the scope and quality of future facility decisions. By 1984, in consultation with appropriate parties, the Education Department will refine and extend the criteria for making more rational decisions about existing space and for evaluating the need for, and priority of, major capital projects.			17. (SUNY recommendation 16 -- No Action Taken) The University receives funding through three separate programs for the maintenance and repair of its facilities -- the Major Rehabilitation Program, the Minor Rehabilitation Program and the Repair Account Program. The Minor Rehabilitation and Repair Account programs are used to correct relatively minor problems before they lead to major problems requiring large capital expenditures. The Major Rehabilitation Program deals with larger projects. The University carries on extensive analysis and prepares detailed presentations of budget programs carefully outlining the needs of the University to adequately maintain its facilities in support of its academic mission. The success of the University in receiving approval of its budget requests for all three programs, and in correcting problems when they are minor, thus reducing the need for major costly expenditures, will measure progress toward the goal of this recommendation.
D.9 By 1982, the Department will assist institutions to plan more effectively by identifying the types of information they need, identifying potential sources of that information, and establishing a clearinghouse to provide it to them.			

Regents	CICU	CUNY	SUNY
			18. (SUNY recommendation 19 -- Approved) Steps taken by the University to reduce energy costs include "quick fix" measures; establishment of mandatory guidelines for operation of heating, ventilating, and air conditioning systems and setting of illumination levels; installation of automated energy management systems, system retrofits and other conservation projects; and provision of monetary incentive return to campuses meeting certain qualifications. Continued monitoring of energy costs and subsequent action to further reduce energy consumption will provide a measure of the University's success in meeting the goal of this recommendation.
			19. (SUNY recommendation 21 --Approved) As part of the budgetary process, the University is reviewing the funding formulas to identify and propose new arrangements which will improve and simplify those formulas, and allow greater flexibility to meet new needs.

Regents	CICU	CUNY	SUNY
			The success of these efforts will be measured by general improvement in budgets and increased budgetary flexibility to deal with new patterns of instruction, public service, and research.

See also Activities 3, 4, 5, 8, 9, and 10.

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Planning Data

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Table IA[illegible] DEGREE-CREDIT ENROLLMENT IN NEW YORK STATE

By Level of Student and Regents Region

Fall 1979 and Fall 1980

Level/Region	Full-Time			Part-Time		
	Fall 1979	Fall 1980	Percent Change	Fall 1979	Fall 1980	Percent Change
Undergraduate						
Western	57,226	61,326	7.16	19,320	20,221	4.66
Genesee Valley	40,086	42,139	5.12	17,583	18,972	7.90
Central	75,555	78,009	3.25	16,077	17,556	9.20
Northern	13,796	14,342	3.96	1,547	1,494	-3.43
Northeast	53,306	56,033	5.12	23,303	23,386	0.36
Mid-Hudson	52,456	55,132	5.10	29,073	29,831	2.61
New York City	192,630	187,975	-2.42	88,649	91,820	3.58
Long Island	63,593	65,267	2.63	39,085	39,997	2.33
New York State	548,648	560,223	2.11	234,637	243,277	3.68
First-Professional						
Western	1,819	1,866	2.58	2	16	700.00
Genesee Valley	571	553	-3.15	57	66	15.79
Central	2,030	2,079	2.41	6	24	300.00
Northeast	1,255	1,229	-2.07	4	6	50.00
Mid-Hudson	1,417	1,550	9.39	344	385	11.92
New York City	11,910	12,149	2.01	1,672	1,876	12.20
Long Island	2,034	2,141	5.26	1	3	200.00
New York State	21,036	21,567	2.52	2,086	2,376	13.90
Graduate						
Western	3,479	3,851	10.69	6,566	6,443	-1.87
Genesee Valley	2,317	2,342	1.08	5,367	5,201	-3.09
Central	7,722	7,960	3.08	7,147	7,110	-0.52
Northern	307	342	11.40	868	709	-18.32
Northeast	3,383	3,611	6.74	6,818	6,997	2.63
Mid-Hudson	903	912	1.00	5,698	6,013	5.53
New York City	23,513	23,748	0.67	51,834	50,680	-2.22
Long Island	3,963	3,916	-1.19	15,531	14,854	-4.36
New York State	45,587	46,682	2.40	99,829	98,007	-1.83

NYSED: Postsecondary Information Systems/HEDS (1 March 1981).

Table II: UNDERGRADUATE ENROLLMENT IN NEW YORK STATE

By Sector and Type of Institution

Fall 1979 and Fall 1980

Sector/Type of Institution	Full-Time			Part-Time		
	Fall 1979	Fall 1980	Percent Change	Fall 1979	Fall 1980	Percent Change
State University of New York						
University Centers	38,507	40,481	5.13	7,024	7,764	10.54
University Colleges	58,328	60,319	3.41	11,264	12,344	9.59
Health Sciences Centers	2,057	2,257	9.72	253	426	68.38
Specialized Colleges	3,337	3,196	-4.23	1,399	1,820	30.09
Statutory Colleges	5,450	5,496	0.84	1,362	1,516	11.31
Agricultural-Technical	20,680	20,701	0.10	8,074	8,575	6.21
Community Colleges	83,223	89,625	7.69	82,285	84,067	2.17
Subtotal	211,582	222,075	4.96	111,661	116,512	4.34
The City University of New York						
Senior Colleges	76,878	72,435	-5.78	35,875	36,609	2.05
Community Colleges	34,649	30,774	-11.18	13,300	16,412	23.40
Subtotal	111,527	103,209	-7.46	49,175	53,021	7.82
Independent Institutions						
Multiversities	37,464	38,678	3.24	7,008	6,943	-0.93
Universities	37,807	39,112	3.45	11,452	10,824	-5.48
College Complexes	56,818	58,204	2.44	16,056	16,837	4.86
Colleges	37,940	39,751	4.77	16,265	16,365	0.61
Specialized Colleges	3,311	3,606	8.91	3,409	3,387	-0.65
Engineering-Technical	26,385	27,693	4.96	10,048	10,048	-
Seminaries	398	382	-4.02	94	108	14.89
Health Sciences Centers	591	579	-2.03	5	6	20.00
Nursing Schools	726	620	-14.60	132	192	45.45
2-Year Schools	8,074	9,138	13.18	2,768	2,659	-3.94
Subtotal	209,514	217,763	3.94	67,237	67,369	0.20
Proprietary Insitutions	16,025	17,176	7.18	6,564	6,375	-2.88
New York State	548,648	560,223	2.11	234,637	243,277	3.68

NYSED: Postsecondary Information Systems/HEDS (1 March 1981).

Table III: FIRST-PROFESSIONAL ENROLLMENT IN NEW YORK STATE

By Sector and Type of Institution

Fall 1979 and Fall 1980

Sector/Type of Institution	Full-Time			Part-Time		
	Fall 1979	Fall 1980	Percent Change	Fall 1979	Fall 1980	Percent Change
State University of New York						
University Centers	811	840	3.58	-	8	-
Health Sciences Centers	2,682	2,765	3.09	-	-	-
Specialized Colleges	249	258	3.61	-	-	-
Statutory Colleges	316	319	0.95	-	-	-
Subtotal	4,058	4,182	3.06	-	8	-
Independent Institutions						
Multiversities	5,819	5,705	-1.96	49	41	-16.33
Universities	3,801	3,878	2.03	773	800	3.49
College Complexes	416	433	4.09	309	339	9.71
Colleges	29	138	375.86	2	128	6300.00
Specialized Colleges	2,287	2,361	3.24	766	862	12.53
Engineering-Technical	160	233	45.63	-	-	-
Seminaries	1,108	1,186	7.04	187	195	4.28
Health Sciences Centers	3,358	3,451	2.77	-	3	-
Subtotal	16,978	17,385	2.40	2,086	2,368	13.52
New York State	21,036	21,567	2.52	2,086	2,376	13.90

NYSED: Postsecondary Information Systems/HEDS (1 March 1981).

Table IV: GRADUATE ENROLLMENT IN NEW YORK STATE

By Sector and Type of Institution

Fall 1979 and Fall 1980

Sector/Type of Institution	Full-Time Fall 1979	Full-Time Fall 1980	Full-Time Percent Change	Part-Time Fall 1979	Part-Time Fall 1980	Part-Time Percent Change
State University of New York						
University Centers	6,837	7,287	6.58	9,199	9,483	3.09
University Colleges	1,249	1,225	-1.92	7,566	6,931	-8.39
Health Sciences Centers	985	916	-7.01	652	778	19.33
Specialized Colleges	294	302	2.72	1,067	1,077	0.94
Statutory Colleges	1,523	1,488	-2.30	35	48	37.14
Subtotal	10,888	11,218	3.03	18,519	18,317	-1.09
The City University of New York						
Graduate Center	2,571	2,368	-7.90	269	492	82.90
Senior Colleges	2,086	2,154	3.26	11,244	11,044	-1.78
Subtotal	4,657	4,522	-2.90	11,513	11,536	0.20
Independent Institutions						
Multiversities	17,442	17,793	2.01	20,499	19,840	-3.21
Universities	4,911	4,925	0.29	24,038	22,467	-6.54
College Complexes	1,816	2,131	17.35	12,388	13,121	5.92
Colleges	165	206	24.85	2,943	3,075	4.49
Specialized Colleges	2,421	2,299	-5.04	3,768	3,645	-3.26
Engineering-Technical	2,633	2,940	11.66	5,130	5,143	0.25
Seminaries	287	290	1.05	787	631	-19.82
Health Sciences Centers	367	358	-2.45	244	232	-4.92
Subtotal	30,042	30,942	3.00	69,797	68,154	-2.35
New York State	45,587	46,682	2.40	99,829	98,007	-1.83

NYSED: Postsecondary Information Systems/HEDS (1 March 1981).

Table V: MARKET SHARE OF FULL-TIME UNDERGRADUATE ENROLLMENT

By Sector and Type: 1974 to 1980

	1974	1975	1976	1977	1978	1979	1980
State University of New York							
University Centers	6.94	7.03	7.09	6.91	7.06	7.02	7.23
University Colleges	11.39	11.27	11.13	10.75	10.68	10.63	10.77
Health Sciences Centers	0.42	0.45	0.45	0.41	0.39	0.37	0.40
Specialized Colleges	0.58	0.64	0.66	0.65	0.63	0.61	0.57
Statutory Colleges	0.98	0.93	0.97	0.96	0.99	0.99	0.98
Agricultural-Technical	4.03	3.84	3.74	3.70	3.78	3.77	3.70
Community Colleges	14.10	15.12	15.11	15.06	15.00	15.17	16.00
Sector Share	38.43	39.28	39.15	38.44	38.55	38.56	39.64
The City University of New York							
Senior Colleges	19.54	18.13	15.69	15.39	14.60	14.01	12.93
Community Colleges	5.95	5.90	6.20	6.76	6.37	6.32	5.49
Sector Share	25.49	24.04	21.89	22.16	20.98	20.33	18.42
Independent Institutions							
Multiversities	6.41	6.00	6.30	6.47	6.69	6.83	6.90
Universities	6.09	5.95	6.32	6.48	6.70	6.89	6.98
College Complexes	9.51	9.21	9.71	9.87	10.26	10.36	10.39
Colleges	5.09	5.22	6.06	6.26	6.56	6.92	7.10
Specialized Colleges	0.50	0.51	0.60	0.54	0.63	0.60	0.64
Engineering-Technical	5.17	5.94	5.39	4.93	4.83	4.81	4.94
Seminaries	0.12	0.10	0.10	0.09	0.08	0.07	0.07
Health Sciences Centers	0.31	0.31	0.33	0.34	0.32	0.11	0.10
Nursing Schools	-	-	0.10	0.11	0.14	0.13	0.11
2-Year Schools	1.22	1.34	1.48	1.51	1.46	1.47	1.63
Sector Share	34.43	34.58	36.40	36.61	37.67	38.19	38.87
Proprietary Insitutions	1.65	2.10	2.56	2.79	2.81	2.92	3.07
New York State	100.00	100.00	100.00	100.00	100.00	100.00	100.00

NYSED: Postsecondary Information Systems/HEDS (1 March 1980).

Table VI: MARKET SHARE OF FULL-TIME GRADUATE ENROLLMENT*

By Sector and Type: 1974 to 1980

	1974	1975	1976	1977	1978	1979	1980
State University of New York							
University Centers	11.91	12.47	11.69	11.53	11.21	11.48	11.91
University Colleges	3.23	3.38	2.70	2.25	1.90	1.87	1.79
Health Sciences Centers	5.12	5.40	5.48	5.47	5.46	5.50	5.39
Specialized Colleges	0.50	0.59	0.62	0.66	0.74	0.82	0.82
Statutory Colleges	2.72	2.68	2.61	2.53	2.59	2.76	2.65
Sector Share	23.48	24.53	23.10	22.44	21.91	22.43	22.56
The City University of New York							
Graduate Center	3.43	3.09	3.08	3.40	3.69	3.86	3.47
Senior Colleges	5.61	3.98	3.49	3.09	3.24	3.13	3.16
Sector Share	9.03	7.07	6.57	6.49	6.93	6.99	6.63
Independent Institutions							
Multiversities	36.05	35.75	36.03	35.17	34.55	34.91	34.43
Universities	10.47	11.01	12.45	12.84	13.01	13.08	12.90
College Complexes	3.21	3.47	3.96	3.91	4.25	3.35	3.76
Colleges	0.25	0.30	0.37	0.39	0.35	0.29	0.50
Specialized Colleges	8.08	7.41	7.10	7.32	7.41	7.07	6.83
Engineering-Technical	3.12	3.74	3.63	3.75	3.77	4.19	4.65
Seminaries	2.58	2.67	2.46	2.40	2.32	2.09	2.16
Health Sciences Centers	3.73	4.04	4.32	5.30	5.51	5.59	5.58
Sector Share	67.48	68.40	70.33	71.07	71.17	70.58	70.81
New York State	100.00	100.00	100.00	100.00	100.00	100.00	100.00

* Includes full-time first-professional enrollment.

NYSED: Postsecondary Information Systems/HEDS (1 March 1980).

Table VII: Organized Occupational Degree-Credit Enrollment By Major Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Bus & Comm Tech	27,104	42,683	59,056	+57.5	+38.4	+117.9	11,310	18,395	26,388	+62.6	+43.5	+133.3
Data Process Tech	3,549	3,914	7,624	+10.3	+94.8	+114.8	1,440	2,072	3,315	+43.9	+60.0	+130.2
Health Service & Paramed Tech	13,000	16,560	17,640	+27.4	+6.5	+35.7	3,970	8,797	7,918	+121.6	-10.0	+99.4
Mech & Eng Tech	12,559	15,721	17,404	+25.2	+10.7	+38.6	4,648	6,294	7,375	+35.4	+17.2	+58.7
Natural Sci Tech	3,559	6,550	7,035	+84.0	+7.4	+97.7	66	309	1,152	+368.2	+272.8	+1,645.5
Public Serv Tech	7,034	11,981	12,055	+70.3	+.6	+71.4	3,154	6,112	4,366	+93.8	-28.6	+38.4
Other	497	2,412	0	+385.3	-100.0	100.0	2,111	616	0	-70.8	-100.0	-100.0
Total	67,302	99,821	120,814	+48.3	+21.0	+79.5	26,699	42,595	50,514	+59.5	+18.6	+89.2

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979. (EB 4/81)

Table VIII: Undergraduate Upper-Division Degree-Credit Enrollment By Major Subject Area, Enrollment Changes - 1971, 1975, 1979, New York State

Subject Area	Full-Time 1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	Part-Time 1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Ag & Nat Resources	1,062	1,308	1,280	+23.2	-2.1	+20.5	0	10	4	--	-60.0	--
Arch & Envir Design	1,574	2,614	2,197	+66.1	-16.0	+39.6	139	433	288	+211.5	-33.5	+107.2
Area Studies	485	576	418	+18.8	-27.4	-13.8	17	92	98	+441.2	+6.5	+476.5
Biological Sciences	7,662	10,876	8,487	+41.9	-22.0	+10.8	577	1,164	952	+101.7	-18.2	+65.0
Business & Mgmt	13,349	17,495	27,384	+31.1	+56.5	+105.1	4,684	6,179	9,575	+31.9	+55.0	+104.4
Communications	1,355	3,036	4,557	+124.1	+50.1	+236.3	115	318	417	+176.5	+31.1	+262.6
Computer Sciences	851	1,632	2,723	+91.8	+66.9	+32.0	223	574	774	+157.4	+34.8	+247.1
Education	21,155	16,342	10,681	-22.8	-34.6	-49.5	2,801	2,622	1,732	-6.4	-33.9	-38.2
Engineering	8,701	8,219	10,645	-5.5	+29.5	+22.3	1,886	1,696	1,608	-10.1	-5.2	-14.7
Fine & Applied Arts	8,607	9,707	9,590	+12.8	-1.2	+11.4	982	1,679	1,222	+71.0	-27.2	+24.4
Foreign Languages	3,940	3,038	2,033	-22.9	-33.1	-48.4	489	607	303	+24.1	-50.1	-38.0
Health Professions	6,486	10,800	12,014	+66.5	+11.2	+85.2	534	2,838	4,681	+431.5	+64.9	+776.6
Home Economics	1,268	2,087	1,678	+64.6	-19.6	+32.3	103	349	237	+238.8	-32.1	+130.1
Law	57	102	0	+78.9	-100.0	-100.0	18	6	0	-66.7	-100.0	-100.0
Letters	14,658	10,301	7,272	-29.7	-29.4	-50.4	1,589	1,833	1,237	+15.4	-32.5	-22.2
Library Science	25	0	1	-100.0	--	-96.0	3	0	0	-100.0	--	-100.0
Mathematics	5,487	3,321	2,317	-39.5	-30.2	-57.8	497	404	263	-18.7	-34.9	-47.1
Military Sciences	46	0	0	-100.0	--	-100.0	0	0	0	--	--	--
Physical Sciences	4,565	4,889	3,888	+7.1	-20.5	-14.8	668	775	481	+16.0	-37.9	-28.0
Psychology	10,821	12,884	8,203	+19.1	-36.3	-24.2	1,141	2,684	1,615	+135.2	-39.8	+41.5
Public Affairs & Serv	1,142	3,434	4,270	+200.7	+24.3	+273.9	525	997	1,297	+89.9	+30.1	+147.0
Social Sciences	27,931	22,709	19,603	-18.7	-13.7	-29.8	3,798	4,443	4,207	+17.0	-5.3	+10.8
Theology	425	285	160	-32.9	-43.9	-62.4	24	12	13	-50.0	+8.3	-45.8
Interdisc Studies	2,178	7,254	6,079	+233.1	-16.2	+179.1	367	5,279	2,526	+1,338.4	-52.2	+588.3
Other	11,903	9,943	14,871	-16.5	+49.6	+24.9	8,700	4,374	5,545	-49.7	+26.8	-36.3
Total	155,733	162,852	160,351	+4.6	-1.5	+3.0	29,880	39,368	39,075	+31.8	-.7	+30.8

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979. (EB 4/81)

Table IX: First-Professional Degree-Credit Enrollment By Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Dentistry	1,222	1,194	1,480	-2.3	+24.0	+21.1	0	0	0	--	--	--
Medicine	5,095	6,204	6,747	+21.8	+8.8	+32.4	2	0	3	-100.0	--	+50.0
Optometry	22	106	249	+381.8	+134.9	+1,031.8	0	19	0	--	-100.0	--
Osteopathic Med	0	0	160	--	--	--	0	0	0	--	--	--
Pharmacy	NA	NA	20	NA	NA	NA	NA	NA	1	NA	NA	NA
Podiatry	203	303	453	+49.3	+49.5	+123.2	0	0	0	--	--	--
Veterinary Med	242	274	316	+13.2	+15.3	+30.6	0	0	0	--	--	--
Chiropractic	NA	NA	738	NA	NA	NA	NA	NA	0	NA	NA	NA
Other (Health Professions)	0	12	0	--	-100.0	--	0	0	0	--	--	--
Law	6,961	8,019	9,690	+15.2	+20.8	+39.2	1,686	1,563	1,859	-7.3	+18.9	+10.3
Theology	1,395	1,085	1,125	-22.2	+3.7	-19.4	35	56	114	+60.0	+103.6	+225.7
Total	15,140	17,197	20,978	+13.6	+22.0	+38.6	1,723	1,638	1,977	-4.9	+20.7	+14.7

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979. (EB 4/81)

Table X: Enrollment in Master's Degree Programs by Major Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Agr & Nat Resources	229	287	287	+25.3	0	+25.3	14	37	0	+164.3	-100.0	-100.0
Arch & Envir Design	584	878	796	+50.3	-9.3	+36.3	258	267	149	+3.5	-44.2	-42.2
Area Studies	120	81	68	-32.5	-16.0	-43.3	254	181	104	-28.7	-42.5	-59.1
Biological Sciences	640	641	529	+.2	-17.5	-17.3	1,157	1,428	1,042	+23.4	-27.0	-9.9
Business & Mgmt	3,882	4,938	5,056	+27.2	+2.4	+30.2	10,536	15,128	17,397	+43.6	+15.0	+65.1
Communications	310	476	453	+53.5	-4.8	+46.1	231	596	695	+158.0	+16.6	+200.9
Computer Sciences	224	197	267	-12.1	+35.5	+19.2	809	875	1,376	+8.2	+57.3	+70.1
Education	4,696	4,591	2,925	-2.2	-36.3	-37.7	27,799	29,725	15,082	+6.9	-49.3	-45.7
Engineering	1,452	1,782	1,656	+22.7	-7.1	+14.0	3,160	2,797	1,706	-11.5	-39.0	-46.0
Fine & Applied Arts	1,451	1,839	2,212	+26.7	+20.3	+52.4	1,010	1,671	1,474	+65.4	-11.8	+45.9
Foreign Language	386	256	306	-33.7	+19.5	-20.7	1,655	1,001	467	-39.5	-53.3	-71.8
Health Professions	916	1,455	2,007	+58.8	+37.9	+119.1	642	2,282	3,551	+255.5	+55.6	+453.1
Home Economics	126	126	179	0	+42.1	+42.1	116	205	425	+76.7	+107.3	+266.4
Law	243	174	286	-28.4	+64.4	+17.7	916	894	1,042	-2.4	+16.6	+13.8
Letters	1,272	1,031	828	-18.9	-19.7	-34.9	3,498	2,851	1,368	-18.5	-52.0	-60.9
Library Science	826	803	476	-2.8	-40.7	-42.4	1,439	1,554	777	+8.0	-50.0	-46.0
Mathematics	335	272	162	-18.8	-40.4	-51.6	1,462	961	332	-34.3	-65.5	-77.3
Military Sciences	0	0	0	--	--	--	0	0	0	--	--	--
Physical Sciences	496	358	506	-27.8	+41.3	+2.0	864	729	399	-15.6	-45.3	-53.8
Psychology	676	852	451	+26.0	-47.1	-33.3	1,184	1,582	1,278	+33.6	-19.2	+7.9
Public Affairs & Serv	2,538	3,496	4,132	+37.7	+18.2	+62.8	1,075	3,374	3,184	+213.9	-5.6	+196.2
Social Sciences	1,780	1,465	1,776	-17.7	+21.2	- .2	4,206	3,387	2,229	-19.5	-34.2	-47.0
Theology	471	388	195	-17.6	-49.7	-58.6	379	253	402	-33.2	+58.2	+6.1
Interdisc Studies	198	345	260	+74.2	-24.6	+31.3	1,934	1,615	1,330	-16.5	-17.6	-31.2
Other	2,165	355	818	-83.6	+130.4	-62.2	27,204	1,132	2,743	-95.8	+142.3	-89.9
Total	26,016	27,086	26,631	+4.1	-1.7	+2.4	91,802	74,525	58,552	-18.8	-21.4	-36.2

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979. (EB 4/81)

Table XI: Enrollment in Doctoral Degree Programs by Major Subject Area
Enrollment Changes - 1971, 1975, 1979, New York State

	Full-Time						Part-Time					
	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79	1971	1975	1979	% Chge 1971-75	% Chge 1975-79	% Chge 1971-79
Agr & Nat Resources	192	197	255	+2.6	+29.4	+32.8	16	12	52	-25.0	+333.3	+225.0
Arch & Evir Design	49	71	23	+44.9	-67.6	-53.1	9	10	1	+11.1	-90.0	-88.9
Area Studies	34	34	8	0	-76.5	-76.5	17	45	26	+164.7	-42.2	+52.9
Biological Sciences	1,780	1,905	2,121	+7.0	+11.3	+19.2	369	515	524	+39.6	+1.7	+42.0
Business & Mgmt	259	312	368	+20.5	+17.9	+42.1	225	270	278	+20.0	+3.0	+23.6
Communications	1	28	48	+2,700.0	+71.4	+4,700.0	4	53	69	+1,225.0	+30.2	+1,625.0
Computer Sciences	210	163	191	-22.4	+17.2	-9.0	140	166	142	+18.6	-14.5	+1.4
Education	1,890	1,672	1,563	-11.5	-6.5	-17.3	2,956	3,865	3,220	+30.8	-16.7	+8.9
Engineering	1,201	980	1,099	-18.4	+12.1	-8.5	888	542	429	-39.0	-20.8	-51.7
Fine & Applied Arts	453	595	675	+31.3	+13.4	+49.0	294	355	344	+20.7	-3.1	+17.0
Foreign Languages	686	635	548	-7.4	-13.7	-20.1	432	416	264	-3.7	-36.5	-38.9
Health Professions	225	262	328	+16.4	+25.2	+45.8	81	186	318	+129.6	+71.0	+292.6
Home Economics	81	110	119	+35.8	+8.2	+46.9	19	26	37	+36.8	+42.8	+94.7
Law	8	7	4	-12.5	-42.9	-500.0	6	1	6	-83.3	+500.0	0
Letters	1,789	1,682	1,389	-6.0	-17.4	-22.4	1,041	1,387	953	+33.2	-31.3	-8.5
Library Science	16	17	24	+6.3	+41.2	+50.0	19	24	47	+26.3	+95.8	+147.4
Mathematics	592	629	539	+6.3	-14.3	-9.0	296	372	258	+25.7	-30.6	-12.8
Military Sciences	0	0	0	--	--	--	0	0	0	--	--	--
Physical Sciences	2,179	1,839	1,778	-15.6	-3.3	-18.4	437	408	281	-6.6	-31.1	-35.7
Psychology	1,508	1,5[illegible]	1,666	+6.0	+4.2	+10.5	614	843	1,037	+37.3	+23.0	+68.9
Public Affairs & Servs	239	249	227	+4.2	-8.8	-5.0	270	407	294	+50.7	-27.8	+8.9
Social Sciences	2,766	2,842	2,511	+2.7	-12.0	-9.2	1,344	1,801	1,368	+34.0	-24.0	+1.8
Theology	85	80	14	-5.9	-82.5	-83.5	55	129	218	+134.5	+69.0	+296.4
Interdisc Studies	236	200	135	-15.3	-32.5	-42.8	429	293	148	-31.7	-49.5	-65.5
Other	156	80	32	-48.7	-60.0	-79.5	1,370	275	141	-79.9	-48.7	-89.7
Total	16,635	16,188	15,665	-2.7	-3.2	-5.8	11,331	12,401	10,455	+9.4	-15.7	-7.7

Source: NYSED, Information Center on Education. College and University Admissions and Enrollment, New York State, Fall 1971, College and University Admissions and Enrollment, New York State, Fall 1975, unpublished data fall 1979. (EB 4/81)

Table XII: Percent of Full-Time Undergraduate Transfer Students Moving From Sector (4 Yr., 2 Yr.) to Sector (4 Yr., 2 Yr.)[a]
Fall 1980

(FROM) (TO) Sector of Attendance - Percent

Sector of Origin	SUNY		CUNY		INDEPENDENT		PROPRIETARY		TOTAL	
	2 Yr.[a]	4 Yr.[b]	2 Yr.	4 Yr.	2 Yr.[c]	4 Yr.[d]	2 Yr.[e]	4 Yr.[f]	Percent	Number
SUNY										
2-Year	12.5	42.5	.2	1.6	1.7	39.3	2.0	.2	100.0	13,533
4-Year	18.5	43.1	.4	6.9	1.7	26.4	2.7	.4	100.0	5,477
CUNY										
2-Year	3.6	5.6	6.8	49.9	2.4	28.1	3.1	.5	100.0	3,861
4-Year	3.1	13.7	9.5	26.6	2.7	41.8	2.1	.5	100.0	2,512
INDEPENDENT										
2-Year	9.4	17.5	1.6	1.0	2.5	63.1	4.9	0.0	100.0	2,057
4-Year	11.5	24.5	1.3	6.1	1.9	51.6	2.3	.8	100.0	5,971
PROPRIETARY										
2-Year	0.0	0.0	0.0	0.0	5.2	63.6	31.2	0.0	100.0	401
4-Year	0.0	0.0	4.7	0.0	9.5	42.9	42.9	0.0	100.0	77

Footnotes:

[a] As reported by recipient institutions.

[b] Includes all Community Colleges (except Fashion Institute of Technology) and all Agricultural and Technical Colleges.

[c] Includes University Centers, Health Science Centers, University Colleges, Specialized Colleges, Statutory Colleges, Fashion Institute of Technology.

[d] Does not include Culinary Institute of America, Institute of Design and Construction, Junior College of Albany. Includes Nursing Schools.

[e] Includes Multiversities, Universities, College Complexes, Colleges, Specialized Colleges (except New York School of Interior Design), Seminaries (except Hebrew Union, Holy Trinity, Jewish Theological), Engineering-Technical. Includes Albany Pharmacy.

[f] Does not include Berkeley-Claremont (Hicksville), Briarcliffe Secretarial, Interboro Institute, Katherine Gibbs (Melville and New York City).

Source: NYSED, Higher Education Data System. (EB 8/81)

Table XIII: Participation Rates* (In Percentages) By Age Group, Regents Region, and Type of Enrollment for Fall 1980

	Western	Genesee Valley	Central	Northern	Northeast	Mid-Hudson	New York City	Long Island	Statewide
Full-Time First-Time Freshmen									
AGE 15-19[1]	49.5	41.1	50.1	43.0	48.4	45.0	56.0	43.8	49.7
20-24	1.3	1.0	.4	.6	.7	1.5	1.2	1.8	1.1
25-29	.5	.3	.1	.1	.2	.4	.4	.3	.3
30+	.2	.1	.1	.1	.1	.1	.2	.1	.1
Part-Time Undergraduate									
AGE 15-19	2.2	1.2	1.1	.9	1.3	1.4	1.7	1.6	1.6
20-24	4.2	4.1	2.9	1.7	3.6	4.6	3.9	4.9	4.0
25-29	2.6	4.0	2.8	1.7	3.6	3.3	2.9	3.0	3.0
30-34	2.3	3.2	2.5	1.8	3.1	3.1	2.3	3.6	2.7
35-44	1.4	1.9	1.7	1.4	1.9	2.1	1.6	2.3	1.8
45-59	.5	.6	.8	.5	.8	.9	.7	.9	.7
Full-Time-Graduate									
AGE 15-19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
20-24	.5	.4	.8	.4	.6	.5	.7	.5	.6
25-29	.7	.5	1.1	.3	.6	.6	.8	.5	.7
30-34	.3	.2	.5	.1	.3	.3	.4	.3	.3
35-44	.2	.1	.1	.02	.1	.1	.2	.1	.2
45-59	0.0	0.0	0.0	0.0	0.0	0.0	.1	0.0	0.0
Part-Time Graduate									
AGE 15-19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
20-24	.7	.7	.7	.4	.6	.9	1.0	1.1	.9
25-29	1.3	1.5	1.7	1.2	1.9	2.1	1.9	1.6	1.8
30-34	1.0	1.2	1.3	.8	1.5	1.4	1.3	1.6	1.4
35-44	.6	.6	.7	.5	.7	.9	.8	1.0	.8
45-59	.2	.2	.2	.2	.2	.3	.3	.4	.3

*Generally, participation rates were determined by dividing enrollment of an age group by the population of that age group.

[1]These participation rates were determined by dividing fall 1980 first-time freshmen enrollment of 15 to 19 year olds by the number of high school graduates in June 1980.

Source: NYSED, Higher Education Data System (EB 7/81)

Table XIV: Residence and Migration of College Students
Percent of Full-Time First-Time Freshmen Attending in Each Region by Region of Origin, Fall 1979

(FROM) Region of Origin	(TO) Region of College Attendance								
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Total
Region 1 - Western	84.9	6.2	4.4	1.5	2.1	.3	.4	.2	100.0
Region 2 - Genesee Valley	17.3	57.2	14.5	5.0	4.6	.5	.6	.4	100.0
Region 3 - Central	8.0	[illegible]	65.6	5.9	10.0	1.0	.6	.7	100.0
Region 4 - Northern	3.8	4.5	14.1	58.7	18.0	.5	.2	.2	100.0
Region 5 - Northeast	3.6	5.3	13.4	6.3	67.2	2.1	1.2	.9	100.0
Region 6 - Mid-Hudson	3.6	3.5	12.0	1.5	8.2	59.9	8.8	2.5	100.0
Region 7 - New York City	1.3	1.0	3.4	.1	2.1	5.2	81.9	5.1	100.0
Region 8 - Long Island	3.3	3.1	11.1	.7	5.9	3.6	8.2	64.0	100.0
Unknown New York State	13.5	18.6	11.6	1.8	9.6	12.7	24.6	7.5	100.0
Out-of-State	5.4	7.9	28.8	4.4	12.5	13.1	24.2	3.8	100.0
Foreign	7.0	1.8	12.0	.8	5.0	12.3	54.4	6.8	100.0
Total	11.9	7.0	13.7	2.8	10.2	10.4	30.7	13.2	100.0

Source: NYSED, Higher Education Data System. (EB 7/81)

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Table XV:

PROPORTION OF DEGREES AWARDED
TO BLACK AND HISPANIC STUDENTS IN
NEW YORK STATE, 1976-77, 1978-79

Degree Level	Percent[1] Awarded To Black and Hispanic Students	
	1976-77[2]	1978-79
Associate	13.8	14.4
Baccalaureate	10.7	11.5
Masters	9.2	9.4
First-Professional	5.6	4.9
Doctoral	5.4	5.8

[1] Percent based on total number of degrees awarded, excluding degrees awarded to students of unknown ethnicity.

[2] 1976-77 percentages do not agree with figures in the 1980 Statewide Plan because previously missing data became available.

Source: NYSED, Information Center on Education, Racial/Ethnic Distribution of Degrees Conferred in Institutions of Higher Education, New York State (Report for 1976-77 and 1978-79). (EB 8/81)

Table XVI:
Research Expenditures by Postsecondary Institutions
In New York State, Fiscal Years Ending
1975 and 1980

Sector/Type	Fiscal Year End 1975	Fiscal Year End 1980	Percent Change 1975-80
SUNY-Total	70,829,050	108,593,426	+53.3
Central Administration	5,161,390	2,767,708	-46.4
University Center	24,672,226	46,417,892	+88.1
University College	2,486,619	3,974,351	+59.8
Health Science Center	11,754,437	10,916,379	- 7.1
Specialized College	2,277,353	3,585,773	+57.5
Statutory College	22,737,322	39,284,855	+72.8
Agricultural-Technical	2,249	173,908	+7632.7
Community College	1,737,454	1,472,560	-15.2
CUNY-Total	31,090,000	53,197,000	+71.1
Senior College	31,090,000	52,569,000	+69.1
Community College	0	628,000	—
Independent-Total	271,905,641	351,656,836	+29.3
Multiversity	174,702,261	220,320,465	+26.1
University	22,324,856	23,884,281	+7.0
College Complex	2,900,401	4,734,995	+63.3
College	330,198	1,515,422	+358.9
Specialized College	3,195,228	3,210,909	+.5
Engineering-Technical	11,059,038	21,134,997	+91.1
Seminary	151,124	35,439	-76.5
Health Science Center	57,231,736	76,757,996	+34.1
Nursing School	0	0	—
2-Year School	10,799	62,332	+477.2
Proprietary-Total	0	103,645	—
Grand Total	373,824,691	513,550,907	+37.4

Source: NYSED, Postsecondary Information Systems/HEDS. (EB 8/81)

Table XVII:

NEW YORK STATE APPROPRIATIONS FOR HIGHER EDUCATION
1980-81 and 1981-82

Program	1980-81		1981-82[1]		Change, 1980-81 to 1981-82	
	Amount (in millions)	Percent of Total	Amount (in millions)	Percent of Total	Amount of Change	Percent Change
State University of New York--State Operated[2,3]	$ 928.8	52.4	$ 973.9	49.6	+ $ 45.1	+ 4.9
The City University of New York[3]	256.5	14.5	347.9	17.7	+ $ 91.4	+35.6
Community Colleges[4]	195.7	11.0	207.4	10.6	+ $ 11.7	+ 6.0
Aid to Independent Institutions	107.4	6.1	121.5	6.2	+ $ 14.1	+13.1
Bundy Aid	85.0	4.8	93.3	4.8	+ 8.3	+ 9.8
All Other	22.4	1.3	28.2	1.4	+ 5.8	+25.9
Student Aid	263.2	14.9	292.4	14.9	+ $ 29.2	+11.1
Tuition Assistance Program	243.5	13.8	272.7	13.9	+ 29.2	+12.0
All Other	19.7	1.1	19.7	1.0	+ 0	0
Other State Agencies	20.3	1.1	21.8	1.1	+ $ 1.5	+ 7.4
TOTAL APPROPRIATION	$1,771.9	100.0	$1,964.9	100.0	+ $ 193.0	+10.9

[1] Reflects appropriations in the regular budget and in Chapters 718 and 724 of the Laws of 1981; other minor appropriations may change amounts slightly, as may supplemental and deficiency appropriations.

[2] Includes employee fringe benefits, capital service, and appropriations for capital projects not financed by bonds.

[3] Excludes community colleges.

[4] Includes both SUNY and CUNY community colleges; includes capital debt service and appropriations for capital projects not financed by bonds.

Source: NYSED, Bureau of Postsecondary Planning, 1981.